



# CREATE A **CLASSROOM** THAT **MOVES!**



## Join the movement!

Classroom-based physical activity is an instructional tool teachers can use to improve mood, energy levels, and facilitate student learning. Early evaluations of active environments have demonstrated positive changes in student classroom behavior, word recognition and reading fluency, math scores, time on-task, and concentration levels (Centers for Disease Control & Prevention, 2010). Activity-friendly environments also promote positive attitudes toward fitness and other health-enhancing behaviors. Activity can be introduced into existing routines and transitions, into academic lessons, or introduced as a 'brain break.' You choose!

### ***Create a Classroom that Moves! consists of three core classroom tools:***

- ▶ Grade-level nutrition lessons
- ▶ Physical activity breaks
- ▶ My Classroom Physical Activity Pyramid



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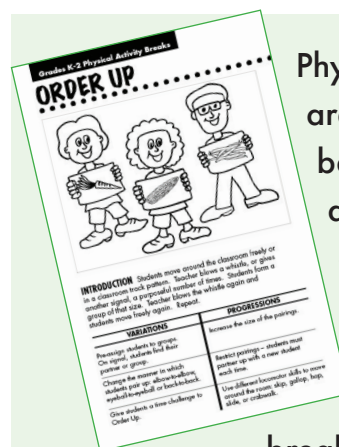
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# Introduction

The base of Create a Classroom that Moves! is grade-level nutrition lessons that align to select Common Core State Standards in English Language Arts and the National Health Education Standards. The three-lesson units are geared for the busy elementary classroom teacher who would like to integrate nutrition and physical activity into the classroom. Teachers are supported through easy-to-read fact sheets, and ready-to-go assessments and handouts. The following grade-level health behavior outcomes are shaped:

- Kindergarten** *Eat a variety of healthy foods.*
- Grade 1** *Eat foods from the five food categories of MyPlate.*
- Grade 2** *Eat a variety of colors.*
- Grade 3** *Eat foods from the five food categories of MyPlate.*
- Grade 4** *Eat snacks from the MyPlate food categories.*
- Grade 5** *Decrease sugar-sweetened beverage intake.*

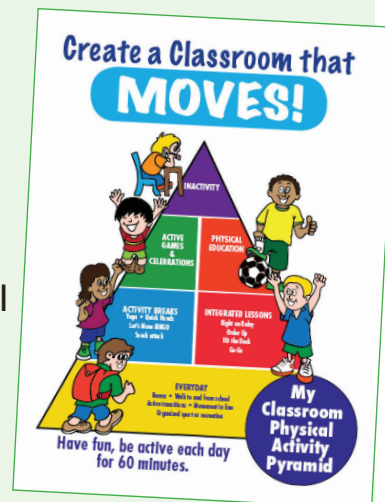


Physical activity breaks are composed of 10 basic activities that are highly modifiable across content areas. The basic activities operate as stand alone activity

breaks, but are also shown with integrated content. Each activity is printed on an easy-to-use card with the basic activity on the front and content integrations on the back of the card.

Teachers are encouraged to track classroom-based physical activity via the My Classroom Physical Activity Pyramid. This unique teaching and assessment tool

was developed specifically for Ohio classroom teachers. The classroom pyramid outlines five different means for integrating physical activity into existing classroom routines and aligns to the physical activity pyramid within the Ohio Physical Education Standards (Standard 3).



# Introduction continued

## Our Framework

Create a Classroom that Moves! incorporates current evidence-based practices from health behavior, nutrition, and education disciplines. Information from leading organizations was used to create classroom materials that work together to build healthy eating behaviors via English Language Arts lessons. Four documents form the framework for Create a Classroom that Moves!

- ▶ 2010 Dietary Guidelines for Americans
- ▶ Common Core – English Language Arts Standards
- ▶ National Health Education Standards
- ▶ Ohio Physical Education Standards

## Fruit and Vegetable Program

Trial of new foods is a behavioral theme throughout the nutrition lessons and classroom extensions.

The lessons and activity breaks increase student knowledge about foods and food variety, as well as build decision-making and goal setting skills.

Schools enrolled in a local or state fruit and vegetable program are encouraged to use the fresh fruits and vegetables within the Create a Classroom that Moves! lessons. The produce provided by these programs likely contains fruits and vegetables students have never tasted. Students are more likely to try new foods when introduced to them in a hands-on manner with supportive adults modeling enthusiasm and willingness to taste. A new fruit or vegetable may need to be offered several times before a student will taste it, so consistently combine taste-testing within Moves! lessons and through homework and lesson extensions.

# Acknowledgments

Create a Classroom that Moves! was developed by classroom teachers and faculty from Fairborn City Schools and Wright State University. We would like to thank teachers at Fairborn Intermediate School and the Dayton Boys Prep Academy for their willingness to pilot the materials and provide constructive feedback.

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## Suggested Reference

Orlowski, M., Lorson, K., Lyon, A., Minoughan, S., Call, K., & Rice, K. (2012). Create a Classroom that Moves! [Classroom materials]. Columbus, Ohio: Ohio Department of Education.

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# Nutrition Fact Sheets

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# Choose MyPlate

MyPlate is a communication tool to share the recommendations in the 2010 Dietary Guidelines for Americans. MyPlate illustrates the five food groups of a balanced diet using a familiar mealtime visual, a place setting. MyPlate is a useful teaching tool to help children classify food into correct food groups; to build a diet of balanced food groups; and provide cues for eating foods of different colors.

In addition to MyPlate, key consumer messages communicate other behavior targets addressed in the 2010 Dietary Guidelines for Americans.

## WHAT ARE THE FOOD GROUPS OF MYPLATE?

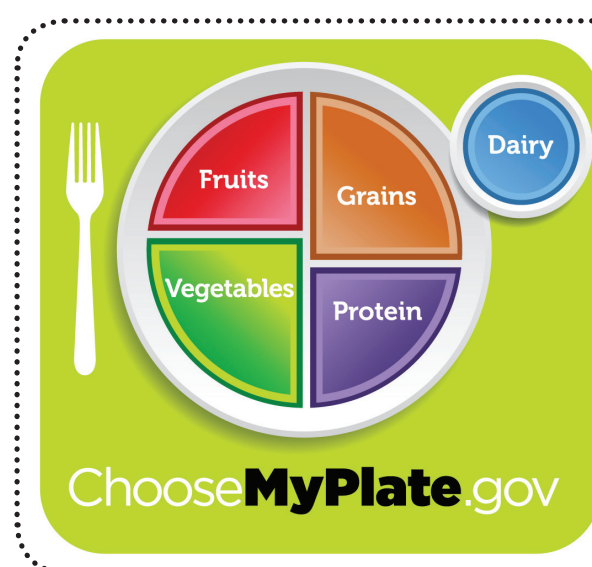
**Fruits** All fresh, canned, frozen, and dried fruits as well as 100% fruit juices.

**Vegetables** All fresh, canned, frozen, and dried vegetables as well as 100% vegetable juices.

*Vegetables are organized into five categories:*

1. Dark green like kale, spinach, and broccoli.
2. Red and orange like winter squash, carrots, tomatoes, sweet potatoes, and red peppers.
3. Starchy like white potatoes, corn, green peas, and lima beans.
4. Beans and peas (also called legumes) in all dried forms - kidney, red, white, pinto, black, and others.
5. Others like zucchini, cauliflower, cabbage, green beans, and onions.

- Most fruits and vegetables are naturally low in fat and calories, and contain zero cholesterol. They are also important sources of many nutrients, including potassium, dietary fiber, folate (folic acid), vitamin A, vitamin C, and magnesium.



**Dairy** All fluid milks, cheeses, yogurt, ice cream, frozen yogurt and calcium-fortified soy beverages.

- Milk products that are consumed in their low-fat or fat-free forms provide the same nutrients as whole milk, but contain little or no solid fat.
- Milk products are the main dietary source of calcium.

**Grains** Food made from wheat, rice, oats, flour, and similar grains. Grains are organized in two categories:

1. Whole grains - whole wheat breads, pasta, brown rice, oats, and popcorn. "Whole grain" is typically listed on the product label.
  2. Refined grains - white rice, pasta, bread, noodles, crackers, and tortillas.
- Grains are important sources of dietary fiber, several B vitamins (thiamin, riboflavin, niacin, and folate), and minerals iron, magnesium, and selenium.

# Choose MyPlate

**PROTEIN** All beef, pork, poultry and game, seafood, eggs, dry beans and peas, nuts and seeds, and processed soy products like tofu.

- Foods in this group supply protein, B vitamins (niacin, thiamin, riboflavin, B6 and B12), vitamin E, iron, zinc, and magnesium.

**Daily Servings** - Children ages 6 to 12 should eat the following servings daily:

Grains	6 ounces
Vegetables	2.5 cups
Fruits	1.5 cups
Dairy	3 cups
Protein Foods	5 ounces

The number of recommended servings varies by gender and age. Click below to calculate an individualized daily food plan: <http://www.choosemyplate.gov/supertracker-tools/daily-food-plans.html>

## EXTRAS

Foods that do not fit into a MyPlate food group are called extras. Extra is not an official term of the United States Department of Agriculture, but is a common term that children can comprehend. Extras include cookies, cakes, chips, candy, and soda.

## COMBINATION FOODS

In addition to extras, we also eat items that contain foods from multiple groups. Spaghetti with meatballs, tacos, egg sandwiches, and cheese pizza are a few examples. Young students can be expected to identify the two main food groups of a combination food. Older students may identify more than two foods groups. Small food amounts, like garnishes and condiments, do not count as a serving.

## EAT A VARIETY OF COLORS

Fruits and vegetables come in many appetizing colors. The depth of the color often corresponds to the antioxidant level in the fruit or vegetable. Choose a variety of colors to maximize nutrient consumption. Click here to learn more about colors and your plate: [www.fruitsandveggiesmatter.gov/](http://www.fruitsandveggiesmatter.gov/)

## 2010 KEY CONSUMER DIETARY MESSAGES

### Balancing Calories

- Enjoy your food, but eat less.
- Avoid oversized portions.

### Foods to Increase

- Make half your plate fruits and vegetables.
- Make at least half your grains whole grains.
- Switch to fat-free or low-fat (1%) milk.

### Foods to Reduce

- Compare sodium in foods like soup, bread, and frozen meals and choose the foods with lower numbers.
- Eat high fat foods as occasional choices, not every day foods.
- Drink water instead of sugary drinks.

## FOOD FOR THOUGHT

Balanced diets consist of foods from the MyPlate food groups. The number of recommended servings varies by gender and age. Choosing fruits, vegetables, and proteins of various colors maximizes the nutrient intake.

## FOR MORE INFORMATION

[www.choosemyplate.gov/food-groups](http://www.choosemyplate.gov/food-groups)  
[www.choosemyplate.gov/supertracker](http://www.choosemyplate.gov/supertracker)  
[www.eatright.org](http://www.eatright.org)  
[www.5aday.gov](http://www.5aday.gov)

# Health Benefits by Food Group

## GRAINS

Dietary fiber may help reduce blood cholesterol levels and lower risk of heart disease, obesity, and type 2 diabetes. Fiber-containing foods help provide a feeling of fullness with fewer calories.

Good grain sources: All whole grains contain the bran, the endosperm, and the germ. The bran is the source of fiber in the whole grain. Common examples are whole wheat, whole cornmeal, oats, brown rice, and bulgur. Bran is also consumed as its own product such as oat bran or corn bran.

The B vitamins thiamin, riboflavin, and niacin play a key role in metabolism – they help the body release energy from protein, fat, and carbohydrates.

Good grain sources: All whole grains like whole wheat, oatmeal, bulgur, and cornmeal, and most refined grains that are enriched to replace the B vitamins that are lost in processing.

Folate (folic acid), another B vitamin, helps the body form red blood cells.

Good grain sources: All whole grains like whole wheat, oatmeal, bulgur, and cornmeal, and most refined grains that are enriched to replace the folate that is lost in processing.

Iron is used to carry oxygen in the blood. Whole and enriched refined grain products are major sources of non-heme iron in American diets.

Good grain sources: All whole grains like whole wheat, oatmeal, bulgur, and cornmeal, and most refined grains that are enriched to replace the iron that is lost in processing.

Magnesium helps maintain normal muscle and nerve function, keeps heart rhythm steady, supports a healthy immune system, and keeps bones strong. Magnesium also helps regulate blood sugar levels, promotes normal blood pressure, and is known to be involved in energy metabolism and protein synthesis.

Good grain sources: All whole grains like whole wheat, oatmeal, bulgur, and cornmeal.

## PROTEIN

Proteins function as building blocks for bones, muscles, cartilage, skin, and blood. Proteins are one of three nutrients that provide calories (the others are fat and carbohydrates).

Animal sources include beef, pork, poultry, seafood, dairy, and eggs. Meat and poultry choices should be lean or low fat.

Non-animal sources include dry beans and peas, nuts and seeds, and processed soy products.

B vitamins help the body release energy, play a vital role in the function of the nervous system, aids in the formation of red blood cells, and help build tissues.

Animal sources include beef, pork, poultry, seafood, and eggs. Meat and poultry choices should be lean or low fat.

Non-animal sources include dry beans and peas, nuts and seeds, and processed soy products.

Iron is used to carry oxygen in the blood. Iron rich foods along with foods rich in vitamin C can decrease the prevalence of anemia. Heme iron, found in animal products, is more readily absorbed by the body than the non-heme iron found in non-animal products.

Animal sources include beef, pork, poultry, seafood, and eggs.

Non-animal sources include dry beans and peas, nuts and seeds, and soy products.

Magnesium helps maintain normal muscle and nerve function, keeps heart rhythm steady, supports a healthy immune system, and keeps bones strong. Magnesium also helps regulate blood sugar levels, promotes normal blood pressure, and is known to be involved in energy metabolism and protein synthesis.

Excellent sources are non-animal based: dried beans and peas, nuts and seeds and soy products. Seafood choices such as salmon, halibut, and scallops are good sources.

# Health Benefits by Food Group

## FRUITS AND VEGETABLES

Dietary fiber from fruits and vegetables helps reduce blood cholesterol levels and may lower risk of heart disease. Fiber is important for proper bowel function. Fiber-containing foods help provide a feeling of fullness with fewer calories.

Whole or cut-up fruits and vegetables are excellent sources of dietary fiber.

Potassium is a mineral classified as an electrolyte that helps regulate many body functions, including heart rhythm. Diets rich in potassium may help maintain healthy blood pressure.

Good fruit sources: bananas, prunes and prune juice, dried peaches and apricots, cantaloupe, honeydew melon, and orange juice.

Good vegetables sources: sweet potatoes, white potatoes, white beans, tomato products (paste, sauce, and juice), beet greens, soybeans, lima beans, spinach, lentils, and kidney beans.

Magnesium helps maintain normal muscle and nerve function, keeps heart rhythm steady, supports a healthy immune system, and keeps bones strong. Magnesium also helps regulate blood sugar levels, promotes normal blood pressure, and is known to be involved in energy metabolism and protein synthesis.

Good fruit sources: bananas, raisins.  
Good vegetables sources: Swiss chard, spinach and other leafy greens, avocados, dry beans and peas.

Folate (folic acid) helps the body form red blood cells.

Good vegetable sources: black-eyed peas, cooked spinach, great northern beans, asparagus.

Vitamin A keeps eyes and skin healthy and helps to protect against infections.

Good fruit sources: cantaloupe, mangoes, and orange juice.

Good vegetables sources: sweet potatoes, pumpkins, carrots, spinach, turnip greens, mustard greens, kale, collard greens, winter squash, red peppers.

Vitamin C is important for growth and repair of all body tissues, helps heal cuts and wounds, and keeps teeth and gums healthy. Vitamin C aids in iron absorption.

Good fruit sources: kiwi, strawberries, cantaloupe, pineapple, mangoes, and all citrus.

Good vegetables sources: red and green peppers, sweet potatoes, kale, broccoli, Brussels sprouts, tomato juice, cauliflower.

## DAIRY

Calcium is used for building bones and teeth and in maintaining bone mass.

Excellent dairy sources: milk, calcium-fortified soy beverage, cheese and yogurt.

Potassium is a mineral classified as an electrolyte that helps regulate many body functions, including heart rhythm. Diets rich in potassium may help maintain healthy blood pressure.

Excellent dairy sources: yogurt and milk.

Vitamin D functions to maintain proper levels of calcium and phosphorous, helping to build and maintain bones.

Excellent dairy sources: milk, yogurt, and calcium-fortified soy beverage.

# Beverage Basics

Beverages are our primary source of hydration as well as an important component in a healthy diet. Consumers have many beverage choices and unfortunately, some beverages can be nothing more than “empty calories.” Empty calories is a term coined to mean foods high in calories, but with little to no nutritional value.

*Adequate fluid intake serves the body by:*

- Feeding muscles and cushioning joints
- Protecting the brain and maintaining electrolyte balance in cells
- Flushing toxins and distributing nutrients through the blood
- Maintaining cognitive function.

“Small changes in hydration can affect mood, ability to concentrate and lead to development of headaches.”

Journal of Nutrition, February 2012

## WHERE DO BEVERAGES FIT IN MYPLATE?

Beverages are not a specific category in the MyPlate tool. The type of beverage determines where it belongs in MyPlate.

### Milk beverages = dairy

- Milk provides protein, calcium, potassium, magnesium and vitamins D and A – nutrients essential for growing bones and teeth.
- Choose fat-free or low-fat (1%) milk for maximum nutrition with minimum calories.
- Flavored milk provides equal nutrients, but is flavored with added sugars. Flavored milk contains more calories than low-fat (1%) milk.

### Fruit and vegetable juices = fruit and vegetables

- Fruit and vegetable juices provide vitamins A, C, and K as well as minerals essential for growth and repair.
- Choose portion-wise 100% juice beverages. Children should consume no more than 4 to 6 ounces of fruit juice a day.
- Compared to 100% juice, whole fruits and vegetables are lower in calories, more filling, and provide dietary fiber.

### All other beverages = extras

- If the beverage is not water, milk or fruit/vegetable juice, it is an “extra” item in our diet.
- Fruit flavored drinks contain added sugar. Read the ingredient list for sugar, syrup, sucrose, fructose and other words ending in “ose” – a sign of added sugar.
- Sugar-sweetened beverages such as soda, sweet teas, fruit drinks, and sports drinks should be consumed in moderation.
- Sports drinks are intended to replace water and electrolytes lost through sweating during exercise. Sports drinks can be helpful for young athletes engaged in prolonged, vigorous physical activities (American Academy of Pediatrics Committee on Nutrition and the Council on Sports Medicine and Fitness, 2011).
- Energy drinks often contain high amounts of caffeine, and are not recommended for young people (American Academy of Pediatrics Committee on Nutrition and the Council on Sports Medicine and Fitness, 2011).

MyPlate does not specifically address beverage intake.

Sugar-sweetened beverages can be a significant source of empty calories!

Small changes are easy to make!

## Beverage Basics

### SUGAR-SWEETENED BEVERAGES

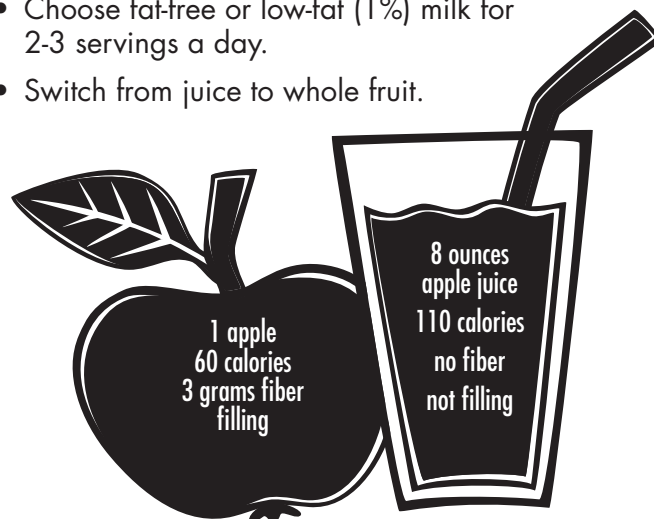
Sweetened beverages are the greatest source of added sugars in the American diet. The average student consumes between 250 - 300 calories a day from sugar-sweetened beverages (Gortmaker, Long & Wang 2009; Reedy & Krebs-Smith, 2010). A typical 12-ounce can of soda has 160 calories and more than 5 teaspoons of sugar. See the below table for additional information.

Sweetened beverages are filled with empty calories that provide no benefit to a growing child's body. In addition to weight gain, diabetes, and heart disease, excess sugar can contribute to tooth decay. Substituting sugar-sweetened beverages for milk can also lead to lower bone mineral density and bone fractures (Gortmaker et al., 2009).

Adolescents represent the largest beverage consumer group, with 62 percent, over 2 million youth, drinking one or more sugar-sweetened beverage every day (Centers for Disease Control & Prevention, 2011). Young people are exposed to a massive amount of marketing for sugary drinks. Companies target young people through direct advertisements as well as more sophisticated tactics like rewards clubs, social media campaigns, and product placements (Harris, Schwartz, & Brownell, 2012). Furthermore, the pictures and words used on beverage labels can promote misconceptions and cause confusion when making beverage choices.

### IT IS EASY TO MAKE CHANGES!

- Downsize portions of sugar-sweetened beverages.
- Choose water.
- Flavor water with a slice of fresh fruit or serve over ice.
- Tap water for thirst! A reusable bottle filled with fresh water is all that is needed.
- Choose fat-free or low-fat (1%) milk for 2-3 servings a day.
- Switch from juice to whole fruit.



### FOOD FOR THOUGHT

Remember... all foods can fit into a healthy lifestyle. Choosing water for thirst and drinking fat-free or low-fat (1%) milk everyday will help balance calories and help keep growing bodies hydrated and healthy.

### FOR MORE INFORMATION

[www.sugarydrinkfacts.org](http://www.sugarydrinkfacts.org)  
[www.kidshealth.org](http://www.kidshealth.org)  
[www.choosemyplate.org](http://www.choosemyplate.org)  
[www.nationaldairycouncil.org](http://www.nationaldairycouncil.org)

	<b>Serving Size</b>	<b>Calories</b>	<b>Sugar (teaspoons)</b>
Water	12 ounces	0	0
Regular soda	12 ounces	150	10
Orange soda	12 ounces	165	13
100% orange juice	12 ounces	165	10
Juice drink	12 ounces	125	8
Sports drink	12 ounces	90	5
Sweet tea	12 ounces	125	8
Mocha-flavored frozen coffee	12 ounces	360	14
2% milk	8 ounces	122	3
Low-fat (1%) milk	8 ounces	102	3

Sources: Harvard School of Public Health and Washington State Dairy Council



# Snack Balance

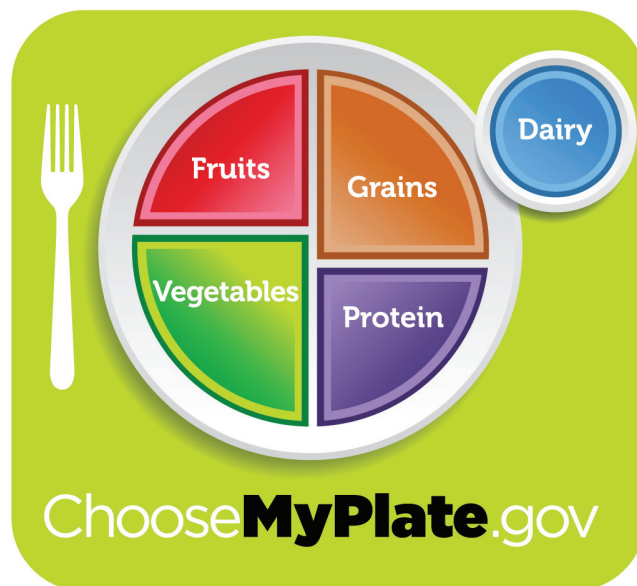
Snack attack! Hunger can sneak up on you throughout the day. Hungry students can find it difficult to concentrate and may experience dips in mood and energy. Snacks are an important strategy for curbing hunger and maintaining energy levels. Healthy snacks spaced throughout the day can even decrease mealtime calorie intake. For young children, who tend to eat meals of smaller portions, snacks are critical to supplying necessary amounts of calories and nutrients. Consumers are surrounded by snack choices with some choices better than others.

MyPlate-based snacks are good sources of protein, carbohydrates, fats, fiber, vitamin and minerals.

## SNACKS AS THE “4TH PLATE” IN DAILY HEALTHY EATING

Most people snack, and snacks are a necessary part of a healthy diet. Snack balance can be achieved by choosing **portion-wise** snacks in the food categories of MyPlate. Over the course of a day, choose a snack from each category of MyPlate: a fruit, a vegetable, a grain, a dairy, and a protein. Small snacks, eaten 1½ to 2 hours before meals are ideal.

To maximize flavor, variety and the power of the snack, create a snack from a combination of food groups.



Below are a few examples of snacks within the MyPlate food groups.

### ***Fruit and vegetable snacks***

- Whole fruit
- Handful of cherries or grapes
- Snack box of raisins
- Cup of raw vegetables
- Cup of vegetable soup

### ***Grain snacks***

- Half of a whole wheat bagel
- Graham crackers
- Dry cereal
- Popcorn

### ***Protein and dairy snacks***

- Roll of turkey slices
- Hardboiled egg
- Handful of nuts
- String cheese
- Flavored fat-free milk

### ***Combination snacks***

- A banana dipped in yogurt
- Carrot sticks, whole grain crackers, and a slice of cheese
- Pita pizza on whole grain pita bread with grated cheese
- Pinwheel of lunchmeat, cheese and cucumber

# Snack Balance

## MAKE SNACKS COUNT!

Not all snacks are equal. Select foods that satisfy hunger and supply the body with energy over a period of time. Foods with fiber (fruits, vegetables and whole grains) are slower to metabolize.

## CONVENIENCE

Snack choice is driven by taste and convenience. Successful snack balance involves planning ahead so that healthy options are readily available.

- Keep easy to grab snacks on hand.
- Plan snacks for the week.
- Include water and low-sugar beverages.
- Pay attention to serving sizes.

## Estimating Portion Size

About 1 cup = A baseball

About ½ cup = A juice box

About ½ cup of cooked rice, pasta or cereal = A computer mouse

About 1/4 cup =  
A golf ball or large egg

About a 3 ounce serving of meat/fish  
= A deck of cards

The size of a 1 ounce pancake, waffle serving, or a slice of bread = A CD

About 1.5 ounces of cheese =  
3 dominoes

About 2 TBSP of peanut butter =  
A ping pong ball

## TASTE

Sweet, sour, crunchy, salty, creamy, and spicy – MyPlate has them all! Help children explore taste, cravings, and snack choice by encouraging the trial of new foods and new methods of preparation. **The Try It** fact sheet has ideas for promoting food trial and taste exploration.

- Satisfy a sweet tooth with fresh fruit.
- Create your own trail mixes.
- Combine a crunchy vegetable with a creamy protein.
- Use dairy products as an additional source of flavor.
- To maximize taste, pick fresh or in season fruits and vegetables.

## FOOD FOR THOUGHT

Remember... snacks are an important part of a healthy lifestyle. Snack balance is achieved by choosing portion-wise snacks from the five MyPlate food categories. Plan and be creative!

## FOR MORE INFORMATION:

[www.mealsmatter.com](http://www.mealsmatter.com)

[www.choosemyplate.gov](http://www.choosemyplate.gov)

[www.fruitsandveggiesmatter.gov/what](http://www.fruitsandveggiesmatter.gov/what)

[www.letsmove.gov/healthy-snacks](http://www.letsmove.gov/healthy-snacks)

Plan snacks as the "4th Plate" in healthy eating.

Snacks are important for growing children - make them count!

Choose snacks from MyPlate food categories!



# Try It with a Twist

Behavior is the desired outcome of all health education. Trial use of a new behavior is an important behavioral milestone. If a child tries a new food or movement and has a positive experience, he or she is more likely to repeat the action. Trial, as opposed to full adoption, is also much more appealing and less threatening to folks – “Come on just try it; what have you got to lose?”

Events and contests are two fun and appealing strategies used to promote trial. Student willingness to try new things and evaluate the experience is a general life skill with linkages to critical thinking and academic progress.

## HOW TO PROMOTE TRIAL OF NEW FOOD & MOVEMENTS?

The manner in which experimentation is promoted is important. Trial works when the desired actions are positively reinforced. Positive reinforcements can be intrinsic, like taste and enjoyment, or extrinsic, like praise and stickers.

### Trial Basics

- Set group goals to try new things.
- Make it fun, make it exciting, make it an event.
- Use creative names and trivia facts to appeal to students.
- Nudge students by asking and encouraging them to try.
- Provide regular opportunities to try and rate new foods or activities.
- Track and reward progress toward goals.

### Try it with a Twist!

- Try different versions of similar foods or movements.
- Use low-fat dips, herbs or combinations to reenergize traditional options.
- Challenge students to create a twist to a food or movement.

## PROCESS QUESTIONS

Soliciting feedback and helping students process the experience is crucial to the trial experience. Below are some basic processing type questions.

### What?

- What did you like about the food/movement?
- How would you rate it (1 or 2 thumbs-up)?

### So What?

- How will I use this food or movement?
- How can this food/movement benefit me?

### What's Next?

- What could be different to improve the score?
- What will you try next? Where?

Trial is a significant milestone to new behaviors.

Use opportunities across the school day to Try It!

Use community connections to reinforce new diet and activity behaviors!

## Try It with a Twist

### HOW CAN WE TRY IT? SCHOOL DAY OPPORTUNITIES

Collectively, school days have numerous routines and opportunities that can be modified to include the trial of healthy eating and movement. Extensions beyond the classroom also reinforce classroom messages and trial events. Specific examples are listed below, but actual opportunities are countless!

**Classroom:** Great efforts should be made to include trial of the new foods into the corresponding classroom lessons.

*Taste Testing:* Sample a new fruit, vegetable or grain product at the beginning of a lesson. Ask students about properties of the new food.

*Try It Homework:* Within the lesson, set goals that students and family can try together. Sample goals include making half the plate fruits/vegetables or trying one new food over the weekend.

**Celebrations:** Ask students to research and incorporate thematic healthy foods and movements into traditional classroom parties.

*Wild Things Fall Party:* In preparation, students read and discuss “Where the Wild Things Are,” by Maurice Sendak. Students make animal masks, snack on animal trail mixes, and compete in forest-type games.

*Celebration of the Heart Walk:* In February, hold a walk that celebrates the importance of the heart. In preparation, students set walking goals, calculate distances, make posters about the heart and invite community members.

**Cafeteria:** School meals are an excellent opportunity to link classroom messages to actual behaviors. School nutrition staff are often eager to be included in classroom learning and student connections.

*New Food Events:* Work in collaboration with staff to introduce new HealthierUS School Challenge recipes/foods. Students can create awareness posters, help distribute samples, and conduct exit polls of consumers.

**[www.recipesforkidschallenge.com/](http://www.recipesforkidschallenge.com/)**

*Chef’s Move to School Program:* The program pairs chefs with schools in their communities with the mission of collaboratively educating kids about food and proper nutrition.

**[www.chefsmoveto-schools.org](http://www.chefsmoveto-schools.org)**

**Events:** School-wide events are particularly powerful for initiating sustainable change. Events can be implemented as one-time events that link to classroom lessons. Service-learning projects extend over time and seek to initiate system-wide change. Students can be powerful messengers of change. Projects can be initiated through intact groups and school clubs with recruitment of the general student body.

*Try It with A Twist Tuesday:* A school-wide program where students try a movement or food in a different version. The program can be extended to student ownership where students clubs or classrooms “sponsor” and introduce the twist.

### For more information:

[www.fns.usda.gov/tn/](http://www.fns.usda.gov/tn/)

[www.healthiergeneration.org/schools](http://www.healthiergeneration.org/schools)

[www.agday.org](http://www.agday.org)

[www.health.state.mn.us](http://www.health.state.mn.us) (and click on Great Trays)

<http://saladbars2schools.org/>

[www.ode.state.oh.us](http://www.ode.state.oh.us) (and click on Learning Supports)

### Fruit and Vegetable Program:

The goal of the ODE sponsored program is to increase overall consumption and fresh variety of fruits and vegetables. Schools receive funds to purchase fresh fruits and fresh vegetables served free to children during the school day. [www.ode.state.oh.us](http://www.ode.state.oh.us) and click on Learning Supports.

### Farm-to-School Initiatives:

The Farm-to-School initiative is an effort to connect schools with regional or local farms to serve healthy meals using locally produced foods. [www.ode.state.oh.us](http://www.ode.state.oh.us) and click on Learning Supports.

# Food Label Guide

There are three main sources of information on food and beverage products: Nutrition Facts label, ingredient statement, and the food packaging. The food packaging uses colors, graphics, product names, and health claims to influence consumer purchasing. The Nutrition Facts and ingredient lists are more accurate sources of product information.

## NUTRITION FACTS LABEL

The Nutrition Facts label reports the amount of fat, carbohydrates (sugars and fiber), and protein as well as some vitamins and minerals by serving size. The label format is standardized to make side-by-side product comparisons easier for the consumer. All information on Nutrition Fact label is listed per serving. See additional label reading information on side 2 of this fact sheet.

## WATCH OUT FOR 'PORTION DISTORTION'

A portion is the amount of food a person chooses to eat, whereas a serving is a measured amount listed on the Nutrition Facts label. Portions have increased dramatically over the last 40 years. Read the Nutrition Facts label found on all food and beverage products to find the standard serving size and how many servings are in the package. A food or beverage package may look like it has a single serving, when it actually contains 2 or even 3 servings.

## WHAT IS IN A PRODUCT?

The ingredient statement provided under the Nutrition Facts panel is required to list every single ingredient in the product, no matter how insignificant the amount may seem. The ingredients are listed in descending order, with the first item being the most plentiful, and so on down the list. Some ingredients are broken up into their component parts, like sugars being reported by their basic parts ending in 'ose'.

If a consumer is not savvy and looks on the list only for the word 'sugar,' they may erroneously conclude that the product does not contain sugar.

## FOOD PACKAGING SELLS THE PRODUCT!

All products are required to have a label that contains basic product information like product name, size of container, and also both the Nutrition Facts label and the ingredient list. The remainder of the food packaging, however, is a form of product advertising. Persuasive text, pictures of fruits and vegetables, and claims are used frequently to convince a consumer that a product is a healthy choice. For example, a 'fruit-flavored drink' (claim) with pictures of apples and oranges (graphics) on the label could have zero fruit juice in the product. Check the ingredient statement for more accurate information.

## FOOD FOR THOUGHT

Remember... reading food labels is an important step in making healthy food choices. Use the Nutrition Facts and ingredient statement to make informed healthy choices every day!

## FOR MORE INFORMATION:

[www.choosemyplate.org](http://www.choosemyplate.org)

[www.fda.gov/Food/ResourcesForYou/Consumers/NFLPM/default.htm](http://www.fda.gov/Food/ResourcesForYou/Consumers/NFLPM/default.htm)

[hp2010.nhlbi.nih.gov/portion/](http://hp2010.nhlbi.nih.gov/portion/)

[www.cdc.gov/healthyweight](http://www.cdc.gov/healthyweight)

The Nutrition Facts label helps make informed food choices.

The ingredient statement lists all food and additives in a product.

Clever food packaging sells products!

# Nutrition Facts

Serving Size 1 cup (228g)

Servings Per Container about 2

## Amount Per Serving

**Calories** 250      Calories from Fat 110

## % Daily Value\*

<b>Total Fat</b> 12g	<b>18%</b>
Saturated Fat 3g	<b>15%</b>
Trans Fat 3g	
<b>Cholesterol</b> 30mg	<b>10%</b>
<b>Sodium</b> 470mg	<b>20%</b>
<b>Total Carbohydrate</b> 31g	<b>10%</b>
Dietary Fiber 0g	<b>0%</b>
Sugars 5g	
<b>Proteins</b> 5g	
Vitamin A	4%
Vitamin C	2%
Calcium	20%
Iron	4%

\* Percent Daily Values are based on a 2,000 calorie diet. Your Daily Values may be higher or lower depending on your calorie needs:

	Calories:	2,000	2,500
Total Fat	Less than	65g	80g
Saturated Fat	Less than	20g	25g
Cholesterol	Less than	300mg	300mg
Sodium	Less than	2,400mg	2,400mg
Total Carbohydrate		300g	375g

For educational purposes only. This label does not meet the labeling requirements described in 21 CFR 101.9.

## 1 Serving Size

This section is the basis for determining number of calories, amount of each nutrient, and %DVs of a food. Use it to compare a serving size to how much you actually eat. Serving sizes are given in familiar units, such as cups or pieces, followed by the metric amount, e.g., number of grams.

## 2 Amount of Calories

If you want to manage your weight (lose, gain, or maintain), this section is especially helpful. The amount of calories is listed on the left side. The right side shows how many calories in one serving come from fat. In this example, there are 250 calories, 110 of which come from fat. The key is to balance how many calories you eat with how many calories your body uses. **Tip:** Remember that a product that's fat-free isn't necessarily calorie-free.

## 3 Limit these Nutrients

Eating too much total fat (including saturated fat and trans fat), cholesterol, or sodium may increase your risk of certain chronic diseases, such as heart disease, some cancers, or high blood pressure. The goal is to stay below 100%DV for each of these nutrients per day.

## 4 Get Enough of these Nutrients

Americans often don't get enough dietary fiber, vitamin A, vitamin C, calcium, and iron in their diets. Eating enough of these nutrients may improve your health and help reduce the risk of some diseases and conditions.

## 5 Percent (%) Daily Value

This section tells you whether the nutrients (total fat, sodium, dietary fiber, etc.) in one serving of food contribute a little or a lot to your total daily diet.

The %DVs are based on a 2,000-calorie diet. Each listed nutrient is based on 100% of the recommended amounts for that nutrient. For example, 18% for total fat means that one serving furnishes 18% of the total amount of fat that you could eat in a day and stay within public health recommendations. Use the Quick Guide to Percent DV (%DV): 5%DV or less is low and 20%DV or more is high.

## 6 Footnote with Daily Values (DVs)

The footnote provides information about the DVs for important nutrients, including fats, sodium and fiber. The DVs are listed for people who eat 2,000 or 2,500 calories each day.

-The amounts for total fat, saturated fat, cholesterol, and sodium are maximum amounts. That means you should try to stay below the amounts listed.

# Goal Setting & Tracking

Setting goals and tracking one's progress are fundamental skills in making and maintaining behavior change. These skills, collectively called self-monitoring, help people quit smoking, increase physical activity, and change eating patterns. Goal setting and tracking are so important in establishing healthy behaviors that they are skills included within the National Health Education Standards.

Goal setting and tracking are also skills that can be used in other areas of daily living. Young readers often set daily reading goals and track progress. Athletes keep training logs and set performance-related goals. Fiscally, adults make change by establishing budgets and keeping a checkbook or financial log.

## HOW DO FOOD AND ACTIVITIES LOGS WORK?

Food diaries, physical activity logs, and goals work by focusing one's attention. Diaries provide an accurate assessment of current behaviors. Without food diaries, individuals have been shown to overestimate intake of fruits, vegetables, and water, as well as overestimate activity levels. After keeping a diary, individuals are surprised by the differences in perceptions and reality.

Goal setting and food/activity logs work synergistically throughout the process of change. First, logs identify areas to set goals for improvement. A log will identify intake and activity levels across a period of time, and thus trends that may go unnoticed without a record become visible. Logs can also shape behavior through the process of writing it down. There is a level of immediate ownership to a behavior when it is written down; thus diaries may contribute to fewer bites, snacks, and second helpings. Lastly, logs serve as a source of positive reinforcement

once the goal is achieved. Numerous studies have found that when people keep journals, caloric intake can go down by several hundred calories and physical activity can increase by 35% (Burke, Wang, & Sevvick, 2011; Guide to Community Preventative Services, 2011).

## SETTING SMART GOALS

The word SMART is a good template for setting goals that are more likely to guide and influence behavior. SMART goals contain five critical pieces:

<b>Specific</b>	State <i>what</i> is trying to be accomplished.
<b>Measurable</b>	State the desired <i>level</i> of the behavior.
<b>Action</b>	State in terms of actions that are <i>behaviors</i> , not to be confused with outcomes.
<b>Realistic</b>	Realistic goals are <i>individualized</i> and represent the next step for that behavior.
<b>Time</b>	State the time <i>frame</i> for the action and measurement. The time frame can be by occurrence, daily, or weekly. Shorter time frames are ideal.

## SMART EXAMPLES

- Eat five servings of fruits and vegetables a day.
- Everyday, eat at least one fruit or vegetable as a snack.
- Drink water or milk with every meal.
- Drink no more than one sugar-sweetened beverage a day.
- Walk 150 minutes per week.
- Include at least 3 physical activity breaks into the classroom per week.



# Goal Setting and Tracking

Set SMART goals  
Track progress daily  
Planned system  
Reminders  
Record often  
Keep it simple  
Adjust goals, or tracking system, as needed  
Celebrate successes!

## HOW TO KEEP ACCURATE LOGS

There are countless ways to go about tracking activity and food behavior. Sticky notes, a computer spreadsheet, a small notebook, on the family calendar, or via a smartphone app are a few popular and successful methods. Whether the tools are paper/pencil or electronic, successful tracking follows five general principals:

### **1. Record the action that is being shaped.**

Logs and goals should be individualized to the behavior of interest. For fruit and vegetable goals, track fruit and vegetables. One does not need to track every single thing, just the behavior of interest.

### **2. Develop a system or routine for recording the behaviors.**

Take time to plan a system around keeping a log – a routine will increase the likelihood of tracking and goal completion. The system should identify a tool, what will be recorded, and a time of day for recording.

### **3. Include reminders in your system.**

Reminders also increase the likelihood of recording one's actions. Leaving the diary in a visible place, linking recording to another behavior, and involving others are a few reminders to try.

### **4. Record often.**

The more often one writes in his or her log, the more accurate the entries. Recording at least once a day is an excellent starting point for new journal keepers.

### **5. Keep it simple, but interesting.**

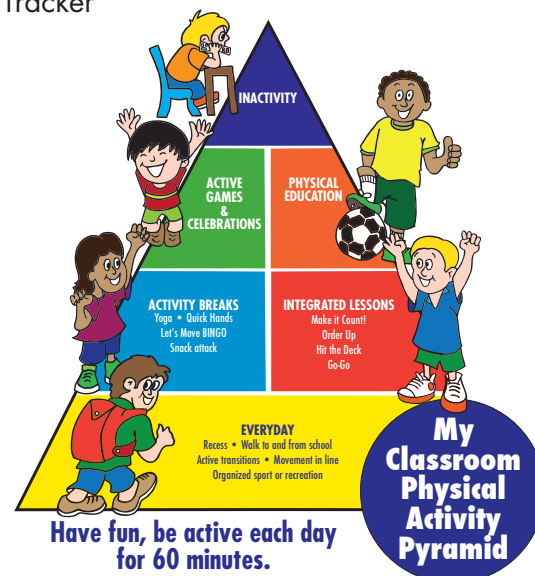
Use stickers, colored pens, and other appealing tools in record keeping.

## WHAT NUTRITION AND ACTIVITY GOALS CAN WE TRACK IN THE CLASSROOM?

The materials for each grade level have been designed with a nutrition goal in mind. Nutrition goals include food group balance (grades 1 and 4), color balance (grade 2), building a MySnack plate (grade 4) and beverage balance (grade 5).

As a class, the My Classroom Physical Activity Pyramid also reminds teachers and students to be active throughout the school day. Customize the tracking sheets to your classroom! The following goal setting and tracking sheets are included to help your students move to action!

- My Physical Activity Pyramid
- My Classroom Physical Activity Pyramid
- MyPlate Tracker
- MySnack Tracker



## RESOURCES

[www.choosemyplate.gov/supertracker](http://www.choosemyplate.gov/supertracker)

# Physical Activity Fact Sheets

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# Physical Activity & Fitness

## WHAT IS PHYSICAL ACTIVITY (PA)?

Physical activity is any body movement using the large muscle groups. Body movements can include sport, dance, play, and everyday activities at home or at work. Children should engage in at least 60 minutes of moderate to vigorous physical activity everyday (USDHHS, 2008).

## WHY PHYSICAL ACTIVITY?

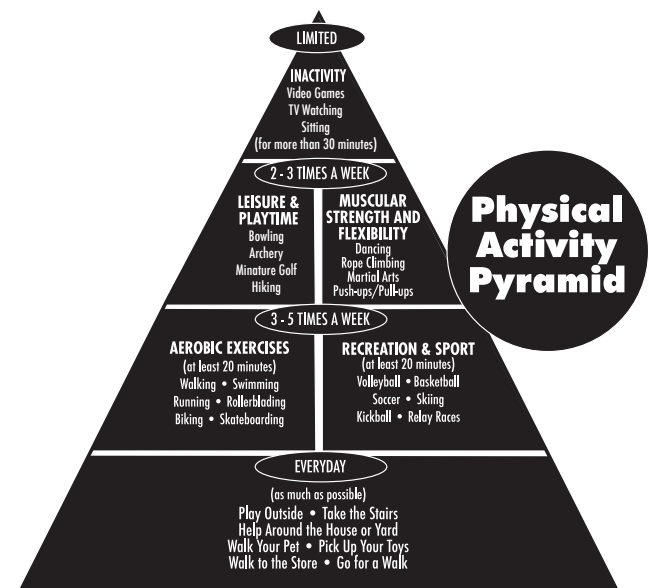
Physical activity promotes health and reduces the risk for many cardiovascular, metabolic, and musculoskeletal diseases. Adults and children choose to engage in physical activity, though, more often for short-term benefits. These short-term benefits include social interaction, enjoyment, challenge, and self-expression. It is important for children to explore the variety of reasons for engaging in physical activities.

## WHAT IS THE PHYSICAL ACTIVITY PYRAMID?

The physical activity pyramid is a teaching tool to help students understand the variety of activities that are considered physical activity, and how often a person should engage in each of these activities. The physical activity pyramid is also an assessment tool within the Ohio Physical Education Standards. The pyramid includes the following categories: everyday activities, aerobics, recreation and sport, strength and flexibility, and leisure and playtime.

- **Everyday** – Everyday activities are tasks and routines of a daily life. These activities include yard work, stair climbing, and walking for transportation.
- **Aerobics** – These moderate to vigorous intensity activities raise the heart rate and increase breathing. Examples include biking, jogging, swimming or climbing a hill.

- **Recreation & Sport** – Sport and play activities can be low, moderate, or vigorous level activities and are perceived as fun! They can include basketball, tennis, tag, and relay races at a moderate to vigorous level for at least 20 minutes.
- **Strength & Flexibility** – Strength and flexibility activities tax and lengthen muscles. These low intensity activities improve posture, performance, and reduce the risk of injury. Examples include weight training, yoga, and gymnastics.
- **Leisure & Playtime** - Moderate intensity activities such as bowling, archery, miniature golf, and hiking that contribute to physical activity but not fitness.
- **Inactivity/sedentary living** – Sedentary activities involve low levels of body movement, where one is often sitting for periods of time. Children should minimize time spent in inactive play to no more than 30 minutes a day.



# Physical Activity & Fitness

## HOW TO USE THE PHYSICAL ACTIVITY PYRAMID IN THE CLASSROOM?

Use the physical activity pyramid (see Appendix) to set goals and track progress towards the goals. Students shade one block for 10 minutes of activity. The goal is for each student to participate in 60 minutes of physical activity everyday, and a goal for Ohio schools is for students to accumulate 30 minutes during the school day.

## WHAT IS FITNESS?

Fitness is the ability of the body systems to work together efficiently. Fitness is a specific outcome from exercise. Physically fit children feel better and have more energy for work and leisure. There are two types of fitness skill-related and health-related fitness.

## COMPONENTS OF HEALTH-RELATED FITNESS

Overall health-related fitness is built through the five components of fitness: cardiorespiratory (heart and lungs), muscular strength, muscular endurance, flexibility, and body composition.

To build the components of fitness, particular types of activities must be completed for minimum amounts of time. The FITT principle is an acronym of this principle.

- **Frequency** – How often or sessions per week?
- **Intensity** – How hard?
- **Time** – How long?
- **Type** – What type of activity to meet your goal?

## WHAT IS THE ROLE OF PHYSICAL EDUCATION IN DEVELOPING FITNESS AND PHYSICAL ACTIVITY?

Physical education is focused on providing the knowledge, skills, behaviors, and attitudes that will lead to a physically active lifestyle. The Ohio Physical Education Academic Content Standards outline specific outcomes for students to achieve:

- Standard 1:** Performance of motor skills and movement patterns.
- Standard 2:** Understanding movement concepts, principles, strategies and tactics.
- Standard 3:** Participate regularly in physical activity.
- Standard 4:** Achieve and maintain a health-enhancing level of fitness.
- Standard 5:** Demonstrate personal and social responsibility.
- Standard 6:** Students will advocate and encourage others to participate in physical activity.

While the standards will be assessed in physical education, classroom teachers can introduce, revisit, and integrate some of these outcomes. Assessments for Standards 2, 3, 4, and 6 can be implemented in classroom activities.

## AS A TEACHER, WHAT'S MY ROLE IN PHYSICAL ACTIVITY?

Physical activity is a tool classroom teachers can use to improve mood, increase energy and facilitate learning (Centers for Disease Control and Prevention, 2010). Classroom-based activities can also reinforce knowledge and skills, promote positive attitudes toward movement, and help establish a strong base of everyday activities. Activities can be integrated into classroom routines and academic lessons, and they provide energizing breaks throughout the day.

## FOR MORE INFORMATION

[www.health.gov/paguidelines/](http://www.health.gov/paguidelines/)

[www.cdc.gov/HealthyYouth/health\\_and\\_academics/](http://www.cdc.gov/HealthyYouth/health_and_academics/)

[www.education.ohio.gov](http://www.education.ohio.gov) (click 'Academic Content Standards', then 'Physical Education Standards')

[www.pecentral.org/](http://www.pecentral.org/)

# Teaching & Leading Activities

## INTRODUCE THE ACTIVITY

**Start with a Bang & Setting:** Introducing the activity should capture students' attention as well as provide information about the lesson's usefulness. In some instances, a story or creative context is useful in creating student enthusiasm. For example, connect the skills and activity to a story, or a problem to be solved. Teachers should deliver this instruction with a **bang** – both energy and enthusiasm. An introduction should last no more than one minute; anything longer takes away from movement time.

**Demonstrate:** The demonstration and explanation provide students a chance to both see the activity and hear instruction. Without a demonstration, students might get confused, practice the activity incorrectly, talk to a classmate for clarification, or look around wondering what to do. Teachers can demonstrate the skill or use students and pictures. Equipment should be in ready position prior to starting the demonstration and students should be in a formation that allows all students to see and hear the demonstration.

**Movement Cues:** Movement cues, often called teaching cues, are short, easy to remember phrases that represent the basic elements of the skill. Cues create a mental picture of a movement for a student and are particularly important in the early stages of learning. Movement cues also keep students on task by focusing their attention on specific actions. For example, "squat like a frog and hold it". Lastly, cues provide a structure for giving peer and teacher specific feedback.

### MOVEMENT CUES

Short easy to remember

Basic elements of movement

Mental picture

Structure for specific feedback

## ACTIVELY MONITOR PRACTICE

### Check on Each Student:

Teachers need to get a sense as to how students are performing. Moving throughout the room and visiting each student or group can accomplish this. Show-n-tell is one strategy to check for understanding. The 'show' technique requires the students to demonstrate the key aspects of the skill. A 'show' example could be "When I say go, I want you to show me how you would throw the ball if you had an imaginary ball in your hand. Ready, Go!". The 'tell' technique requires the students to respond to a specific question about the key aspects.

A variation of the 'tell' strategy is thumbs up or thumbs down. The teacher or a student models the activity and observing students give a "thumbs up" if the demonstration is correct and a "thumbs down" for an incorrect demonstration. Teachers may also monitor nonverbal cues such as facial expressions.

**Provide Specific Feedback:** The purpose of specific performance-based feedback is to positively reinforce, to correct, to challenge, and to simplify the movement. Movement cues provide the foundation for providing this purposeful feedback. The cues are familiar to the student and thus, provide a structure for incorporating new information.

Introduce The Activity

Quickly and with a bang!

Provide feedback to keep students on task.

Challenge students.

## Teaching & Leading Activities

### CHALLENGE STUDENTS

Students will master activity tasks at varying rates. Modifying instruction and keeping students challenged will not only enhance skill development but will also be critical to keeping students on-task. Bored students move off-task quickly.

Easy/Hard modifications generally alter force, speed, level, direction, and body parts. Teachers can use these categories to modify instruction and feedback based upon the student level. For example, in a yoga activity, a student with an advanced skill level may be instructed to balance on one point of contact, while a student newer to balance poses may be asked to balance on two points of contact.

To keep students interested, whole activities also need to be modified. Progressions build upon the base activity but add a new twist. Progressions increase the complexity of the activity and can be as simple as switching throwing hands or increasing the number of matched items. Variations alter the activity but not necessarily the degree of difficulty. Activities can be varied by alterations in the activity goal or the process.

### FOOD FOR THOUGHT

Remember.... physical activity is a classroom tool to improve mood, increase energy, and facilitate learning. Use routines and movement cues to maximize activity time. Individual modifications and activity progressions keep all students engaged and learning.

### USING MOVEMENT CUES IN FEEDBACK

#### *Positive Reinforcement*

Belly button to target – perfect!

#### *Corrective Feedback*

When you are done, remember to have your belly button face the target.

#### *Challenge*

Great throw – now aim at the smaller target.

#### *Simplify*

Chris, practice your follow-through without using a bean bag

### EASY/HARD MODIFICATIONS

Force

Speed

Level

Direction

Body Parts

# Managing Activity in a Classroom

Teaching and managing go hand in hand. A teacher's goal is to maximize activity time and minimize management time. Successful management is accomplished through organizing students and equipment, keeping students on task, and operating under clear and consistent activity rules. Successful activity instruction occurs through introducing the activity, actively monitoring performance, providing specific feedback, and adjusting the teaching plan.

Successful classroom-based physical activity requires a plan. Many of the activities within Moves! provide ideas or a basic plan for implementation. Teachers should modify the activities to address the characteristics of the classroom, equipment, and students.

## ORGANIZE STUDENTS & EQUIPMENT

**Routines:** Routines are implemented around tasks that are frequently repeated, such as group formations, distributing equipment, activity transitions, start and stop procedures, and activity time as a whole.

**Routines save time** because students know what to do and when to do it without repeated instructions from the teacher. To implement a routine, teachers should demonstrate the desired behavior, explain pieces of the desired behavior, and practice the routine. Repetition and providing feedback are critical to standardizing the routine and maximizing its impact. Variations to routines can reenergize a routine but should not be used until the routine is well established.

**Stop & Start Signals:** Clear and distinct signals quickly gain students' attention and give instructions. The Stop signal is used to freeze the activity and stop the use of equipment. Ideally, the signal should be

auditory and visual. The Start signal is used to tell students when to begin an activity. The most common start signal is "Go." Teachers will also need to incorporate a prompt of "on my 'Go,'" otherwise students may begin the task without listening to the activity instructions.

### ***Efficient Distribution and Collection of Equipment:***

Equipment must be organized and managed effectively to maximize activity time, to ensure safety, and to minimize disruptions. There must be one piece of equipment for every individual, pair, or group of students. When equipment is limited, consider modifying the activity or incorporating additional activity stations. For safety and disruption minimization, there should be multiple locations for the equipment bags. Otherwise, lines and disruptions occur. Clear expectations must also be communicated for how and when to use the equipment. One easy strategy is to tell students to place the bean bag or equipment on the floor between their legs during instruction.

## ACTIVITY MANAGEMENT

### **Organize Students & Equipment**

Routines

Stop & start signals

Efficient distribution & collection of equipment

### **Keep Students on Task**

Reward the good

Challenge each student

Speed up transitions

### **Rules**

Clear & consistent activity rules

Consequences

### **Auditory Signals**

Words – "Freeze"  
Rhythmic/Clap  
Whistle

### **Visual Signals**

Hand above head  
Yarnball above head  
Turn lights on and off



# Managing Activity in a Classroom

## KEEP STUDENTS ON TASK

**Reward the Good:** Positive statements reinforce on-task behavior and can redirect nearby off-task behavior. "I like the way Erin and David froze as soon as I said 'Freeze,'" is a powerful statement to reinforce freezing quickly. This praise statement also highlights the desired behavior to other students and motivates those students to perform that behavior. General praise is good for motivation; specific feedback is necessary to improve behavior.

**Challenge each Student:** When students are not challenged, they become bored and quickly move off-task. This can occur when a task is too difficult or too easy. As teachers monitor student performance, they should issue individual challenges to appropriately modify the task. Easy/Hard modifications generally alter force, speed, level, direction and body parts.

**Transitions:** During activity time, there will be a need to shift students and equipment to another task or location. Slow transitions can lead to too much down time. Standing around and waiting to be active can quickly lead to disruptive or off-task behavior. A smooth, quick transition begins with an attention signal and is followed by clear and specific directions on what to do and where to go. Establishing a time goal is an effective transition speed up strategy. Praise for successful performance and developing a transition routine also aids in establishing quick transitions.

## RULES

Effective activity rules are clear, consistent and purposeful. With activity rules, it is important to consider safety, equipment use, classroom management, and behavior expectations. Rules should also be easy for the teacher and student to remember. Teachers may apply regular classroom rules to the movement activities or adopt specific activity rules, like the MOVES rules on the right.

## STUDENT REINFORCEMENT

### General Feedback

That's better  
Good effort  
Very nice

### Specific Feedback

Good eye contact  
I like the way this group is in starting formation  
Great, now try balancing on one foot

### Nonverbal Positive Feedback

Clap hands  
Thumbs-up

### Corrective Feedback

Chris, try skipping without the arm movements

Ashton, remember to keep the bean bag on the ground until I say Go.

## Signal Freeze!

**Directions** When I say Go, I want you to return your bean bags to the side of the room; then return to your polypot and strike a balance pose.

**Goal** Let's try and do it in 10 seconds

**Praise** That was great, 9 seconds!

## MOVES RULES

**Motion** is on command and under control

**Observe** the start & stop signals

**Volume** is considerate of others

**Equipment** use follows directions

**Safe** – Safety first

# My Classroom Physical Activity Pyramid



Join the movement! Classroom-based physical activity is an instructional tool teachers can use to improve mood, energy levels, facilitate student learning and meet select common core standards. Early evaluations of active environments have demonstrated positive changes in student classroom behavior, word recognition and reading fluency, math scores, time on-task, and concentration levels (Centers for Disease Control and Prevention, 2010). Activity-friendly environments also promote positive attitudes toward fitness and other health-enhancing behaviors.

Over the course of a school day, there are multiple opportunities to integrate and reinforce physical activity. Ideally, classroom activities, physical education, recess, and extracurricular activities, work together synergistically to ensure that children are active in their place of learning.

## WHY PHYSICAL ACTIVITY?

Physical activity produces many short-term benefits that may aid in the learning process. Physiological responses to activity that may aid school performance including the following:

- Increase blood flow and oxygen to the brain.
- Increase norepinephrine and endorphins that can decrease stress levels and improve mood.
- Increase use of stored glycogen, which improves future energy production and use.
- Increase growth factors that help create new nerve cells and support synaptic plasticity.

## WHAT IS THE CLASSROOM PHYSICAL ACTIVITY PYRAMID?

The My Classroom Physical Activity Pyramid is a teaching tool developed specifically for Ohio classroom teachers. The classroom pyramid outlines five different means for integrating physical activity into existing classroom routines. Activity categories are based on suggestions by the Centers for Disease Control and Prevention, the National Association for Sport and Physical Education, and others (CDC, 2011; NASPE 2011; Trost, 2009). Lastly, the format and assessment grid of My Classroom Physical Activity Pyramid purposefully aligns to the physical activity pyramid within the Ohio Physical Education Standards (Standard 3).

- **Everyday** – Everyday activities are tasks and routines of a daily life. Everyday school day activities include recess, walking to and from school, active classroom transitions, and organized sport or recreation.
- **Activity Breaks** – Activity breaks are brief 10 to 15 minute activities that aim to energize and refocus students. Activity breaks can take various forms and can be completed in any amount of space. Examples include a series of yoga poses or a game of Quick Hands. Activity breaks are a great mechanism for introducing activities that can then be used in integrated lessons.
- **Integrated Lessons** – Physical activity can also be integrated into existing academic lessons. For example, teachers can incorporate movements into math problems, letter and word recognition, reading, as well as learning stations.

# My Classroom Physical Activity Pyramid

- **Active Games & Celebrations** – Games are separate events provided as a break from academic lessons and work. All games can be modified to include or increase the movement involved. Similarly, classroom celebrations can be modified to incorporate special active games or holiday dances.
- **Physical Education** - Physical education is defined as the curricular area, taught by professionals, which develops the skills and knowledge to establish and maintain an active lifestyle (National Association for Sport and Physical Education, 2010).
- **Inactivity** – Sedentary activities involve low levels of body movement, where one is often sitting for periods of time. Children should minimize time spent in inactive instruction and learning.

## HOW TO USE THE PHYSICAL ACTIVITY PYRAMID IN THE CLASSROOM

The goal for Ohio schools is that students accumulate 30 minutes of physical activity during the school day (Ohio Revised Code 3313.6016). Use the My Classroom Physical Activity Pyramid to set goals and track progress toward classroom activity goals. Students shade one block for 10 minutes of activity.

### For more information:

[www.cdc.gov/HealthyYouth/health\\_and\\_academics/](http://www.cdc.gov/HealthyYouth/health_and_academics/)

[www.education.ohio.gov](http://www.education.ohio.gov)

(click 'Academic Content Standards', then 'Physical Education Standards')

[http://cspinet.org/new/pdf/healthy\\_school\\_celebrations.pdf](http://cspinet.org/new/pdf/healthy_school_celebrations.pdf)

[www.eatsmartmovemorenc.com/Energizers/Elementary.html](http://www.eatsmartmovemorenc.com/Energizers/Elementary.html)





# 10 PHYSICAL ACTIVITY BREAKS

Physical activity can be introduced as an activity break or integrated into an academic lesson. Both forms of activity in the classroom aim to energize and refocus students. Activity breaks are a great mechanism for introducing specific activities to students that can later be used in integrated lessons. Students are introduced to a general activity and eventually move through activity

variations and progressions. Having students familiar with the general activity will allow them to focus on the content integration piece when that time arrives. Below are 10 activity breaks that are simple enough to complete in the classroom, and also flexible enough to be used in countless academic content lessons.

## KINDERGARTEN – GRADE 2 BASIC ACTIVITY TOOLS

**See Spot** — Each student should have a poly spot or a marked square on the floor. Teacher calls out a variety of combinations from easy to hard; students hold the position for 3 seconds. Examples include two feet; one hand, one foot; one knee and a pinky. Introduce new movements and include sequences.

**Order Up** — Students move around the classroom freely or in a classroom track pattern. Teacher blows a whistle, or gives another signal, a purposeful number of times. Students form a group of that size. Teacher blows the whistle again and students move freely again. Repeat. Alter the size of pairings or change the manner in which students pair up.

**Freeze Frame** — Students move freely around the classroom or in a track pattern. Teacher gives various random instructions: march forward, slide sideways, touch your nose. When students hear the word “freeze” – they freeze. Teacher gives a signal to become unfrozen.

**When I Go on Vacation** — Students stand in a circle, follow a prompt and work together to build a list of items. “When I go on vacation, I will ....” Student one states a response; student two states the first item and then adds a second item to the list. The list continues. Build a movement sequence that the class completes together.

**Make it Count!** — Everything is more fun when you’re counting! Students count the number of times they perform a movement. Reverse it – after solving a numerical problem, count it out with movement.

*Fun things to count:*

- March with high knees (but quiet feet) – count the knee touches.
- 1 foot hops - in place, side to side, forward and back.
- Sit & stand – squat like you are sitting in your chair and count the seconds.
- Fast claps – quietly clap your hands as fast as possible. Can you count that fast?
- Plank – hold the push-up position and count.

**Red Light - Green Light** — Students stand on a starting line. When the teacher calls out “green light”, students step forward. When teacher calls out “red light” students stop moving. If a student moves on red lights, he/she returns to the starting line. Activity can begin with teacher calling random colors.

**Give One - Get One (GO - GO)** — Students move freely around the classroom. Teacher blows a whistle, or gives another signal, and students exchange their bean bag (or yarn ball) with the student nearest to them. Repeat.

**Yoga - Try 3** — Using the teaching cues provided on the yoga cards, introduce students to 2 or 3 poses at a time. Use general cues: tight tummy, relaxed breathing, and focus on an object if needed. Students hold a pose for 5 to 60 seconds.

- *Beginning Poses:* mountain; tree; down dog; cat stretch; triangle; standing forward bend; proud warrior.
- *Advanced Poses:* eagle; up dog; reverse triangle; plank; lunge.

**Quick Hands** — Partners sit cross-legged facing each other with a bean bag in the center between the partners. Teacher calls “ready”; students place hands in the ready position. Ready position is typically hands on thighs, but could also be hands on the hips, head or back. Teacher calls out either: “right,” “left” or “both”; students react quickly by reaching for the bags using the hand(s) called by the teacher.

**Let’s Move BINGO** — Use fitness BINGO cards to play a game of traditional BINGO. Teacher calls out movements, and students fill in corresponding boxes. Before covering the spot, the class completes the movement. When a student has filled in five boxes in a row (down, across or diagonal), they stand with hands high above the head and wiggle fingers. Can play as a class with one BINGO card posted on the board with teams of students are assigned to a column.

## GRADE 3 – GRADE 5 BASIC ACTIVITY TOOLS

**Order Up** — Students move around the classroom freely or in a classroom track pattern. Teacher blows a whistle, or gives another signal, a purposeful number of times. Students form a group of that size. Teacher blows the whistle again and students move freely again. Repeat. Alter the size of pairings or change the manner in which students pair up.

**IF...** — Students stand behind their desk and march or jog in place. IF students hear the teacher say X, then they wave their arms. X is a specific type of item in a list of content. Students can listen for parts of speech, mathematical concepts like numbers that are a factor of another number, or natural resources.

**Circle Up** — Students form a circle and toss a bean bag or yarn ball. When a student receives the object, he/she calls out a response to various teacher prompts: colors, words that begin with select letter, states, nouns, superheroes, presidents and the like.

**Make it Count!** — Everything is more fun when you're counting! Students count the number of times they perform a movement. Reverse it – after solving a numerical problem, count it out with movement.

*Fun things to count:*

- March with high knees (but quiet feet) – count the knee touches.
- 1 foot hops - in place, side to side, forward and back.
- Sit & stand – squat like you are sitting in your chair and count the seconds.
- Fast claps – quietly clap your hands as fast as possible. Can you count that fast?
- Plank – hold the push-up position and count.

**Give One - Get One (GO - GO)** — Students move freely around the classroom. Teacher blows a whistle, or gives another signal, and students exchange their bean bag (or yarn ball) with the student nearest to them. Repeat.

**Yoga - Try 3** — Using the teaching cues provided on the yoga cards, introduce students to 2 or 3 poses at a time. Use general cues: tight tummy, relaxed breathing, and focus on an object if needed.

Students hold a pose for 5 to 60 seconds.

*Beginning Poses:* mountain; tree; down dog; cat stretch; triangle; standing forward bend; proud warrior.

*Advanced Poses:* eagle; up dog; reverse triangle; plank; lunge.

**Quick Hands** — Partners sit cross-legged facing each other with a bean bag in the center between the partners. Teacher calls "ready"; students place hands in the ready position. Ready position is typically hands on thighs, but could also be hands on the hips, head or back. Teacher calls out either: "right," "left" or "both"; students react quickly by reaching for the bags using the hand(s) called by the teacher.

**Hit the Deck** — Use cards from the movement deck to introduce new movements into the classroom. Select one card from the deck and lead students in the movement. Use the movement cues to introduce and reinforce the critical elements of the movement. Roll dice and perform the movement the number of times indicated by the dice.

**Shoot, I know that!** — Students shoot bean bags at poly spots, or other targets, placed throughout the room. Shoot from different distances to the target. Curl Up Shoot Out - from a sit up position, students curl up and shoot at a poly spot.

**Let's Move BINGO** — Use fitness BINGO cards to play a game of traditional BINGO. Teacher calls out movements, and students fill in corresponding boxes. Before covering the spot, the class completes the movement. When a student has filled in five boxes in a row (down, across or diagonal), they stand with hands high above the head and wiggle fingers. Can play as a class with one BINGO card posted on the board with teams of students are assigned to a column.

# Nutrition Lessons

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# Kindergarten Unit Assessment

The health behavior outcome shaped in this unit:

*Students will eat a variety of healthy foods.*

## Materials

large chart paper

## Pretest Procedures

1. Through a class discussion, students identify their favorite foods. First, make a large chart with the following headings: Fruits I like best; Vegetables I like best; Dairy I like best; Grains I like best; Protein I like best. Second, ask students to think about, and share, their favorite foods. List the foods on the chart paper or board.
2. After the favorites have been named, students draw their favorites and display them on the chart.
3. Teach the nutrition unit: MyPlate.

## Posttest Procedures

1. Repeat the process of recording students' favorite foods.
2. Post the original (pretest) chart of favorites and ask students to compare the two charts. Ask students to make statements about the following:
  - a. Did our class add any new favorite foods to the chart?
  - b. How many foods did we add to our favorites?
  - c. Why is it important to add a variety of healthy foods to our diet?

## WHAT COUNTS?

Foods that do not fit into a MyPlate food category are called extras. Extras include cookies, cakes, chips, candy, and soda.

To record combination foods, ask students to identify the two main food groups: cheese pizza (grain and dairy); beef tacos (protein and grain) and PB&J sandwich (protein and grain).



# Kindergarten

# MyPlate

## Lesson 1

*Childhood obesity can be avoided by the early establishment of healthy eating habits and fitness routines (Institute of Medicine, 2012).*

### Objective

Students will be able to identify MyPlate and the five food categories.

### Materials

large blank MyPlate graphic  
food cards

### Procedure

1. Display the MyPlate Graphic and ask the students to describe what they see.
2. Ask why they think different foods are in different colored sections of the plate. Guide them to see that different kinds of foods fit into different categories. One group is fruit, one is vegetables, one is dairy, one is protein, and one is grain. Introduce unknown terms for food groups.
3. Direct the students to notice the differing sizes of the plate dividers. Ask questions such as, is the vegetable portion the same size as the fruit portion of the plate? Why do you think that is? Should we eat more fruits or more vegetables? Continue in this manner for protein, dairy and grains.
4. Presort the food cards into the MyPlate food categories. Give one category of cards to each team of students. Each student has one card. Ask teams to discuss what food group they think they have. Teams share their cards with the other students and announce the food category. Class members give a 'thumbs up or down' to indicate agreement.
5. Ask the groups to physically build MyPlate by standing next to others with the type of card. Students can then move themselves into the MyPlate graphic format.
5. Physical Activity Break: Order Up MyPlate. Students move freely around the classroom. Teacher calls particular food groups to the front of the room to share their food item. Repeat.

# Kindergarten Lesson 1 – MyPlate

## Assessment

The ability of students to successfully name and categorize the food items.

## Common Core Standards Addressed in this Lesson

English Language Arts Standards: Speaking and  
Listening

SL1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

SL1.a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).

SL1.b. Continue a conversation through multiple exchanges.

National Health Education Standards

1.2 Demonstrate concepts related to health promotion and disease prevention.

## Extension (RL1)

Select and read aloud a book from the suggested reading list to either introduce or reinforce the concepts.

## Physical Activity Break

Order Up MyPlate

## Homework (SL1, SL1.b)

Send home MyPlate information and ask that they discuss the information with their child.

## Try It With A Twist

Bring or ask parents to contribute their child's favorite fruit and vegetable for the class to share. Have a sharing party at snack or lunchtime.



# Kindergarten

## Lesson 2

# Eating MyPlate

*It might be necessary to offer a vegetable as many as 10 times before a child is ready to try it. A good time to offer carrots and other crunchy vegetables is just before meals when a child is hungry. This lesson is best taught soon after lunch (Heim, Stang & Ireland 2009; Royal Children's Hospital, 2012).*

### Objective

Students will develop an awareness of the MyPlate food categories and will begin to examine personal eating habits.

### Materials

MyPlate bulletin board (or enlarged graphic)  
paper, crayons or markers, scissors, glue or tape

### Procedure

1. Review MyPlate and the food categories from the previous lesson. Remind the students of the five food categories and the need to eat a variety of foods.
2. Ask the students to draw three food items they ate for lunch.
3. Display a large blank copy of the MyPlate graphic. Have the students cut out their food items and tape or glue them onto the graphic. The teacher may write the name of the item on the student's drawing. Ask students to place food items that they are unsure about at the bottom of the chart. Class then discusses and places these items into MyPlate. Students will likely have eaten foods that contain multiple food groups, like pizza. A general rule of thumb for *combination* foods is for students to identify the two main food groups. Students can cut the card in half to place on the MyPlate graphic.
4. Have the students gather around the completed graphic and discuss the findings. What food group has the most foods? The least? Is the class eating foods from each category?
5. Physical Activity Break: Make It Count! Count the number of items per food group and record the number on the board. Students count out the food numbers with the corresponding numbers of movements.

## Kindergarten Lesson 2 - Eating MyPlate

### Assessment

The ability of students to answer questions, engage in discussions, and accurately place their food drawings in the correct category.

### Common Core Standards

#### Addressed in this Lesson

English Language Arts Standards: Speaking and Listening

SL2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

SL3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

Math: Counting and Cardinality

K.CC 5. Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out as many objects.

National Health Education Standards

1.2 Demonstrate concepts related to health promotion and disease prevention.

### Extension (SL2a, SL2b)

Bring, or have parents bring, one fruit or vegetable their child does not eat in their normal diet. Ask the children to taste and describe at least one new fruit or vegetable. Note: This is a great time for children of varying cultures to share traditional foods.

### Physical Activity Break

Make It Count!

### Homework (K.MD3)

Students categorize and count the food their family eats for dinner. As a family, they count the number of items eaten per food category, the student then draws all the items on a blank MyPlate graphic.

### Try It With A Twist

Plan a Family Night or add to an existing parent event. Ask each family to bring a favorite fruit or vegetable dish to share.

# Kindergarten

## Lesson 3

# My Breakfast Plate

*Children who eat breakfast perform better on tests and are able to pay attention better than children who skip breakfast. Eating a bowl of cereal for breakfast can improve both the speed and accuracy of student responses (Wegnes, Pincock, & Scholey, 2012).*

### Objective

Students will keep track of what they eat and begin to examine their own eating habits.

### Materials

chart paper

class chart (bar graph)

Huggles' Breakfast by Joy Cowley  
(or other text outlining what a character in the story ate)

drawing paper

markers or crayons

### Procedure

1. Read *Huggles' Breakfast*, pausing occasionally to discuss the contents of his breakfast.
2. After reading the story, ask the students to recall what Huggles ate for breakfast. Write the list on chart paper as the students recall each item.
3. Ask the student which of the items Huggles ate are healthy and are included in MyPlate. Discuss which food categories are missing from his diet. Remind the students that it is necessary to eat a healthy diet in order to grow up strong, to have energy, and to fight disease.
4. Create a second list of the students' favorite breakfast.
5. Make a bar graph containing the MyPlate food categories. Chart the foods the students listed as their favorites.

# Kindergarten Lesson 3 - My Breakfast Plate

## Assessment

After completing the lesson, ask the students to respond to the following questions:

Are our favorite breakfast foods healthy? Do they help us have a good plate? Do we eat foods from all categories of MyPlate? What can we add to our plate to be more healthy?

## Common Core Standards Addressed in this Lesson

Reading Standards for Literature K-5: Key Ideas and Details

1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
2. With prompting, retell familiar stories, including key details.
3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

Math: Measurement and Data

K.MD 3 Classify objects into given categories; count number of objects in each category and sort the categories by count.

National Health Education Standards

- 1.2 Demonstrate concepts related to health promotion and disease prevention.
- 5.2 Demonstrate the ability to use decision-making skills to avoid unhealthy foods and beverages and choose healthy foods and beverages.

## Extension (W7)

Using language experience or interactive writing to compose and illustrate a letter to Huggles informing him of the need to change his diet. Send the letter to Joy Cowley at Sunshine Books.

## Physical Activity Break

When I eat breakfast, I'll try...

## Homework (RL1)

Ask students and parents to identify and read a book together in which a theme of the story centers around food.

## Try It With A Twist

Plan a trip to the local supermarket and ask the manager to show the students where they can find foods from each MyPlate category.

# GRADE 1

## Unit

### Assessment

The health behavior outcome shaped in this unit:

*Students will eat from the five food categories of MyPlate.*

#### Materials

MyPlate graphic or paper plate

#### WHAT COUNTS?

For this assessment, a serving is defined as the item the student ate: an apple, a piece of bread, a bowl of spaghetti or a cookie. Estimating ounces and serving size equivalents, while important, can be confusing for young children. The objective of this unit is to increase food group variety and balance. Recording items, not portion size, is sufficient for this assessment.

To record combination foods, students count the two main food groups: cheese pizza (grain and dairy); beef tacos (protein and grain) and PB&J sandwich (protein and grain).

#### Pretest Procedures

1. Using a MyPlate graphic or a paper plate, students assess the foods commonly eaten for dinner. First, ask students to draw pictures of the foods they ate for dinner the prior evening. Remind them to include beverages and desserts. Second, the teacher calls out a food group (fruits, vegetables, protein, dairy, and grains) and students count the number of food items from that category on their plate. Students hold up the corresponding number of fingers to represent the number of food items eaten in a category. After all the food groups have been counted, students may ask about other food items, called extras. Extras are foods that do not belong in one of the MyPlate food categories. Lastly, students record the number of servings by food category on their plate.
2. Each morning, students record the foods eaten for dinner from the previous day on a new MyPlate graphic or paper plate. A time saving tip is to ask students to record the evening meal as homework.
3. On the fifth, or final day, of tracking, students count and record the total number of food items in each food category: fruits, vegetables, protein, dairy, grains and extras.
4. Teach the nutrition unit: Food Group Balance.

#### Posttest Procedures

1. Repeat the process of recording foods students ate for dinner during the prior day. Ideally, students record the same number of days completed during the pretest.
2. Ask students to compare their dinner plate totals from the two weeks: pre versus post. Ask students to make statements about the following:
  - a. Did your fruit and vegetable intake change?
  - b. Did your intake of extras change?
  - c. Ask students to reflect on their food group balance. Did their MyPlate balance improve? Why or why not? Have students write one statement to support their answer.
3. Teacher creates a class summary. A time saving tip is to collect the students' work after the pretest and create a histogram chart: class servings by food category. Record or post the chart on the board. Here, solicit student responses to complete a comparison (posttest) histogram.
  - a. Teacher makes statements about the chart and students show a 'thumbs up' if that statement is correct.
  - b. Ask students to make statements about the chart.



# Grade 1

# Lesson 1

## Review My Plate



*In order to encourage children to try unfamiliar fruits and vegetables, offer new foods along with familiar favorites (United States Department of Agriculture, 2006).*

### Objective

After completing the activities in lesson 1, the students will recall previously learned information about My Plate food categories and will deepen understandings through the use of a categorizing activity and class discussion.

### Materials

hula hoop

MyPlate graphic

food cards

### Procedure

1. Display the MyPlate graphic organizer and review the food categories.
2. Using class discussion, review topics learned in kindergarten.
  - five MyPlate categories
  - foods in each category
3. Physical Activity Break: GO-GO. Students walk around to their classmates and share two favorite foods in each food group. Teacher calls out one food category, then students share. Students move freely around room. Repeat with additional food categories.
4. Place the hula hoop on the floor and label the food categories inside the hoop.
5. Using the food cards, model the identification of the food on the card and the placement of the cards in the proper category inside the hula hoop.
6. Distribute several food cards to each student.
7. Students then take turns placing their food in the proper category.
8. Once all cards have been placed in the hula hoop, review each category with the students.



# First Grade Lesson 1 – Review My Plate



## Assessment

The ability of students to place food cards into the correct food group.

## Common Core Standards Addressed in this Lesson

English Language Arts Standards: Speaking and Listening

SL1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

SL1.3 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

SL1.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

National Health Education Standards

1.2 Demonstrate concepts related to health promotion and disease prevention.

## Extension (RL1, RL2)

Read aloud books from the suggested list to serve as reinforcement and as additional sources of information.

## Physical Activity Break GO-GO

## Homework (SL1.1)

Assign students to choose five foods found in their refrigerator or cupboard at home, then draw the food in the correct spot on the MyPlate graphic organizer.

## Try It With A Twist

Play “What Am I?” The game begins with the teacher describing a food.

*I am yellow. I am a fruit that both people and monkeys like to eat. What am I? (a banana).* The first student to guess correctly then takes a turn describing a food for others to guess.

# Grade 1

## Lesson 2

# Food Group Balance

*Most children, 80 to 90 percent, do not meet the MyPlate recommendations for intake of fruits and vegetables (Krebs-Smith et al., 2010).*

### Objective

After participating in this lesson, students will understand the need to eat a balance of foods from the five food groups.

### Materials

paper plates

MyPlate graphic organizer for each student

food cards

### Procedure

1. Display the MyPlate graphic and review the food categories.
2. Select a read aloud from the suggested book list to read to the students.
3. Physical Activity Break: Yoga Try 3. Guide the students to understand the meaning of balance. Ask the students to stand on only one leg. Why is that more difficult than standing on both legs? When someone walks on a high wire, why do they put their arms out to the side? Continue with questions such as these until the students understand the meaning of balance.
4. Discuss the importance of having a balance of foods from all of the food groups. Remind the students that our bodies need a balanced diet to grow strong and to help us have the energy to do the things we want to do.
5. Give each child a paper plate and a copy of the food groups sheet. Have the students cut out the five food groups and glue them to the paper plate using the MyPlate graphic as a guide.
6. Distribute five food cards to each child.
7. Demonstrate the placement of the cards in the proper category using the large MyPlate graphic.
8. Ask students to place their cards in the proper category on *their* plate. Sets should be arranged so that no one will have all of the foods they need to have a balanced plate. As the students begin to notice this, ask them to think about what else they need.
9. Review each plate with the children. What is missing? What will they need to complete a balanced plate?

# Grade 1 Lesson 2 - Food Group Balance

## Assessment

Each child will write, draw or orally explain what is needed to complete a balanced plate.

## Common Core Standards Addressed in this Lesson

Reading: Informational Text

RL1.1 Ask and answer questions about key details in a text.

RL1.7 Use the illustrations and details in a text to describe its key ideas.

National Health Education Standards

1.2 Demonstrate concepts related to health promotion and disease prevention.

5.5 Demonstrate the ability to use decision-making skills to avoid unhealthy foods and beverages and choose healthy foods and beverages.

## Extension (SL1.a, SL1.b, SL1.c)

Allow students to trade cards with classmates in order to complete their balanced plate. Each child should trade cards with their classmates until they have a complete, balanced set of cards. For example, each student should have cards from each of the five categories. Half of their cards should be fruits and vegetables.

## Physical Activity Break

Yoga Try 3

## Homework

Students and parents can write or draw a balanced meal they have eaten at home.

## Try It With A Twist

Start a Collector's Club. In the club, students can earn, trade, and collect food item cards. The object of the club is to collect every available food card.

# Grade 1

## Lesson 3

# Keeping Track of Balance

*A balanced diet helps your body grow strong, and helps your body heal and fight diseases (U.S. Department of Agriculture and U.S. Department of Health and Human Services, 2010).*

### Objective

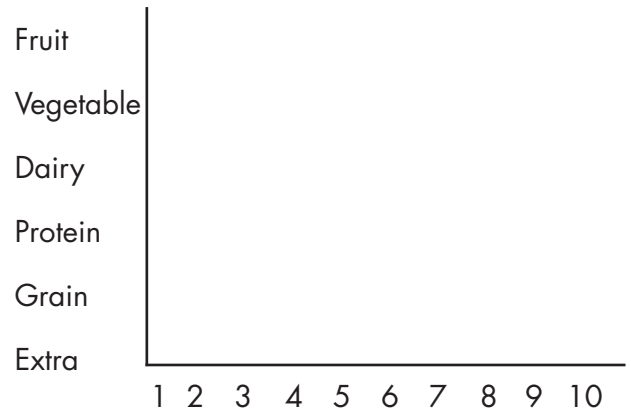
Students will keep track of the foods they have eaten in order to determine if balance has been achieved.

### Material

large chart paper

### Procedure

1. Construct a large chart: Is First Grade Balanced?



2. Ask the students to raise their hand if they ate a fruit for dinner last night, then count the hands.
3. The teacher or a student can fill in the chart with the correct number.
4. Repeat the process for each of the food groups.
5. Once the chart is completed, ask the students to look at the MyPlate graphic and discuss the class findings. Does the chart show a balance? If not, what needs to be added to the class diet to be certain a balanced diet is being eaten.
6. Physical Activity Break: Make It Count! Students count out with movement the numbers recorded in each food category.

# Grade 1 Lesson 3 – Keeping Track of Balance

## Assessment

The ability of students to determine if the class had eaten a balanced plate for dinner last night.

## Common Core Standards Addressed in this Lesson

Math: Measurement and Data

1.MD.3 Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in other.

National Health Education Standards

6.2 Demonstrate the ability to set personal goals related to healthy eating, take steps to achieve these goals and monitor their progress in achieving them.

## Extension (W2)

Ask pairs of students to take the data from the class chart to create a MyPlate graphic that corresponds to the class data. The pairs then write about missing categories or differences. They can then write about or draw in any missing categories.

## Physical Activity Break

Make It Count!

## Try It With A Twist

Chart the cafeteria menu for a week. Write a letter to the food service staff thanking them for balanced meals.

# GRADE 2

## Unit

### Assessment

The health behavior outcome shaped in this unit:

*Students will eat food of a variety of colors.*

#### Materials

MyPlate food tracker

#### WHAT COUNTS?

For this assessment, a serving is defined as the item the student ate: an apple, a bunch of grapes, or carrots on the plate. Estimating ounces and serving size equivalents, while important, can be confusing for young children.

To record combination foods, like fruit salad and spinach salad, students count the two main colors.

#### Pretest Procedures

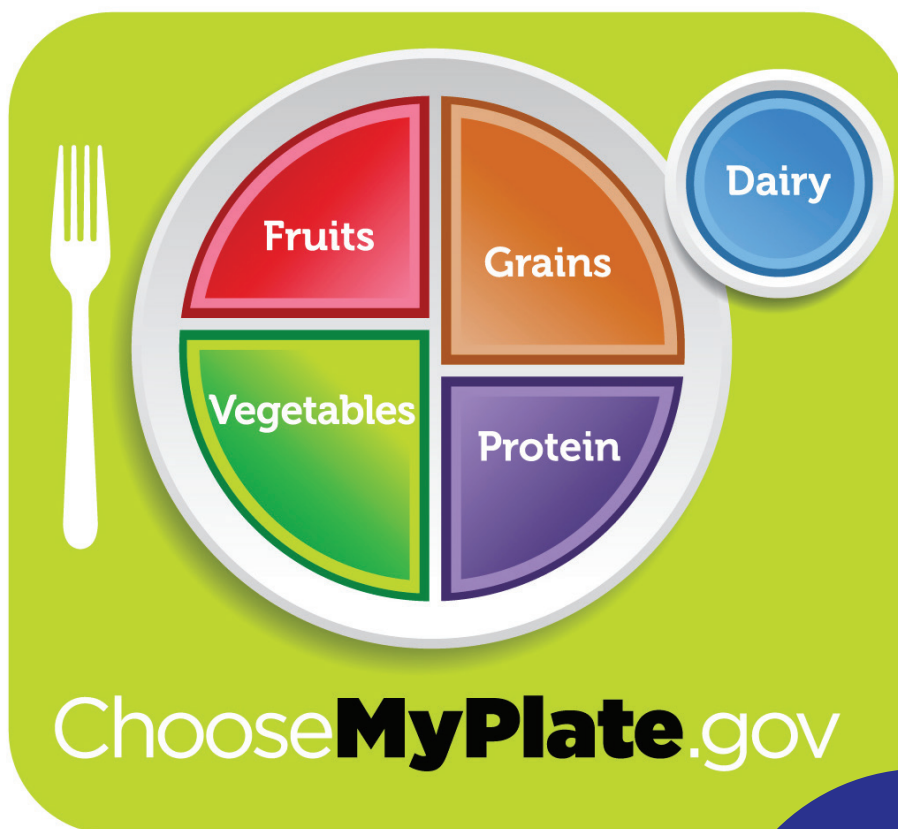
1. Using the MyColor tracker, students record the fruits and vegetables eaten during the prior day. First, ask students to write a list of the fruits and vegetables they ate for dinner on the back side of the MyColor tracker. Remind them to include beverages and desserts. Second, ask them to write the corresponding color by the food item. Third, ask students to color in one square, under the correct day of the week, for each fruit or vegetable eaten on the front of the tracker. Color the square the same color as the color of the fruit or vegetable. If no food item was eaten from a particular category, then ask the student to write "none" in the box. Lastly, repeat the process for lunch and breakfast meals.
2. Each morning, students record fruits and vegetables from the previous day on the MyColor tracker. *A time saving tip is to ask students to record the evening meal in their planner as homework.*
3. On the fifth, or final day, of tracking, students count and record the total number of colored squares, a measure of the total fruit and vegetables eaten during the week. Also ask students to count the number of different colors on their tracker.
4. Teach the nutrition unit: Color Balance.

#### Posttest Procedures

1. Repeat the process of recording the fruits and vegetables eaten during the prior day. Ideally, students record the same number of days completed during the pretest.
2. Ask students to compare their food trackers from the two weeks: pre versus post. Ask students to make statements about the following:
  - a. What is the most common color in your diet?
  - b. How many colors did you eat in a week?
  - c. Did you add any new colors to your diet from pre to post?
  - d. Ask students to reflect on their color balance. Did their color balance improve? Why or why not? Have students write one statement to support their answer.
3. Teacher creates a class summary.
  - a. Write the colors (red, orange, yellow, white, green, blue/purple) on the board.
  - b. Allow students to color in their number of servings recorded in the post tracker.
  - c. Ask students to make summary statements about the class colors.







## MyColor Tracker

*Color in one square for every serving.*

							Total
Day 1							
Day 2							
Day 3							
Day 4							
Day 5							

Day 1	
Food Eaten	Color

Day 4	
Food Eaten	Color

Day 2	
Food Eaten	Color

Day 5	
Food Eaten	Color

Day 3	
Food Eaten	Color

# Grade 2

# Lesson 1

## My Colorful Plate



*There are over 30 types of green fruits and vegetables.*

### Objective

This lesson asks students to recall previous MyPlate lessons and to explore MyPlate through color. Students will learn about the high vitamin content in dark green, orange, and red vegetables.

### Materials

MyPlate graphic organizer  
color newspaper food ads

### Procedure

1. Display MyPlate graphic and review the five food categories.
2. Review familiar foods that fit in each group.
3. Discuss the fact that colorful fruits and vegetables, including dark green, orange, and red vegetables, contain the most vitamins.
4. Physical Activity Break: See Spot... Teacher calls out a color. On teacher's "go," students leave their spot, touch an item in the room of that color and return to their spot. Repeat.
5. Distribute the food advertisements and ask students to search for dark green, orange, and red vegetables.
6. Once the students have located the dark green, orange, and red vegetable pictures, compile a written list.
7. Complete the lesson by discussing the vegetables located in the ads and/or by reading aloud a related book from the suggested list.

# Grade 2 Lesson 1 – My Colorful Plate



## Assessment

The ability of the students to locate and name dark green, orange, and red vegetables will serve as assessment.

## Common Core Standards Addressed in this Lesson

English Language Arts: Speaking and Listening

SL.2.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

SL.2.1a Follow agreed upon rules for discussion (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

SL.2.1a Build on others talk in conversations by linking their comments to the remarks of others.

SL.2.1a Ask for clarification and further explanation as needed about the topics and texts under discussion.

National Health Education Standards

1.5 Demonstrate concepts related to health.

4.2 Use interpersonal communications skills to enhance health.

## Extension (W2, SL2.2)

Students compose non-fiction text detailing the MyPlate information reviewed and learned in this lesson. The books or reports can be shared with first grade and kindergarten classes.

## Physical Activity Break

See Spot ...

## Homework

Assign students to survey friends and family members to determine their favorite dark green, orange, or red fruit and/or vegetable. Once the survey is complete, students write a paragraph explaining their survey findings.

## Try It With A Twist

Create color facts sheets to post in the cafeteria. Using the published menu and tailor fact sheets to menu items.

# Grade 2

# Lesson 2

## Eating Colors

*According to the United States Department of Agriculture, children need to eat a variety of colorful fruits and vegetables every day. The more colorful fruits and vegetables contain more vitamins (2006).*

### Objective

During this lesson students will identify colorful fruits and vegetables and learn about their nutritional content.

### Materials

rainbow picture

fruit and vegetable food cards

3x3 paper squares

### Procedure

1. Review, discuss, and read about (see suggested reading list) the fact that colorful vegetables and fruits contain more vitamins than less colorful foods.
2. Display the rainbow picture and review the colors (red, orange, yellow, green, blue, indigo, and violet).
3. Discuss fruits and vegetables that fit each color category.
4. Pass the fruit and vegetable food cards among the students, and ask them to sort the foods by color. As students sort cards, they should notice that white (potatoes and bananas) need to be added to their fruit and vegetable rainbow.
5. Give each student a 3x3 inch square of paper for each color. Ask the student to draw and color their favorite fruit or vegetable for each color.
6. Physical Activity Break: Order Up Colors. On command, ask students to order up by color groups.
7. Collect and assemble the squares to form a class rainbow.

## Grade 2 Lesson 2 - Eating Colors

### Assessment

The successful completion of the squares, as well as active engagements in class discussion will serve as assessment tools.

### Common Core Standards Addressed in this Lesson

English Language Arts: Speaking and Listening

SL2.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups

SL2.1.a Follow agreed upon rules for discussion (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion)

SL2.1.b Build on others talk in conversations by linking their comments to the remarks of others.

SL2.1.c Ask for clarification and further explanation as needed about the topics and texts under discussion.

National Health Education Standards

6.2 Demonstrate the ability to set personal goals related to healthy eating, take steps to achieve these goals and monitor their progress in achieving them.

### Extension (W6)

Students prepare a poster, PowerPoint or other media presentation to promote the consumption of color.

### Physical Activity Break

Order Up Colors

### Homework (W1)

Choose one fruit or vegetable from your team's list and write a paragraph describing the fruit or vegetable in detail. Include three facts and three adjectives.

### Try It With A Twist

As a class, make a fruit salad or salsa. Ask students to independently count the number of colors in the item. Students share guesses. All students take a victory lap.

## Grade 2

## Lesson 3

# Color Competition



*According to the Academy of Nutrition and Dietetics, children need to reduce high-fat snacks and increase fruit and vegetable intake. Fruits and vegetables make great snacks (2012).*

### Objective

This lesson challenges students to explore the wide variety of available food.

### Materials

large chart paper

### Procedure

1. Form five color teams (red/pink, green, blue/purple, yellow/orange, white/other).
2. Ask each team to identify as many foods as possible in their assigned color. Teams share their information by creating a poster, chart, or oral report.
3. As a class construct a bar graph to display data by color.
4. Ask students to orally interpret the data. What color team found the most foods? Which food groups were contained in their color category? Did the group find any unusual foods?



## Grade 2 Lesson 3 - Color Competition

### Assessment

The ability of students to compile a list of at least five fruits and vegetables in their assigned color, and present their findings to the class.

### Common Core Standards Addressed in this Lesson

Math: Measurement and Data

2.MD.10 Draw a picture graph or a bar graph (with single unit scale) to represent a data set with up to four categories. Solve simple put together, take apart, and compare problems using information presented in a bar graph.

English Language Arts: Speaking and Listening

SL 2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

SL 2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

National Health Education Standards

6.2 Demonstrate the ability to set personal goals related to healthy eating, take steps to achieve these goals and monitor their progress in achieving them.

### Extension (MD.3, MD.4)

Ask teams of students to hypothesize about the favorite food color of their peers. Teams write down their prediction. Survey students, teachers and staff to determine the color of their favorite fruit or vegetable. Make and display a large graph in the cafeteria.

### Physical Activity Break

Make It Count!

### Homework (SL4)

With family assistance, plan and prepare a meal using food from each color of the rainbow.

### Try It With A Twist

Track the food in the cafeteria by color. Challenge color teams to compete to see which team can find the most foods in their color. The winning team can plan a snack using the foods in their color group.

# Grade 3 Unit Assessment

The health behavior outcome shaped in this unit:

*Students will improve food group balance in consumed meals.*

## Materials

MyPlate food tracker

## WHAT COUNTS?

For this assessment, a serving is defined as the item the student ate: an apple, a piece of bread, a bowl of spaghetti, or a cookie. Estimating ounces and serving size equivalents, while important, can be confusing for young children. The objective of this unit is to increase food group variety and balance. Recording items, not portion size, is sufficient for this assessment.

To record combination foods, students count the two main food groups: cheese pizza (grain and dairy); beef tacos (protein and grain) and PB&J sandwich (protein and grain).

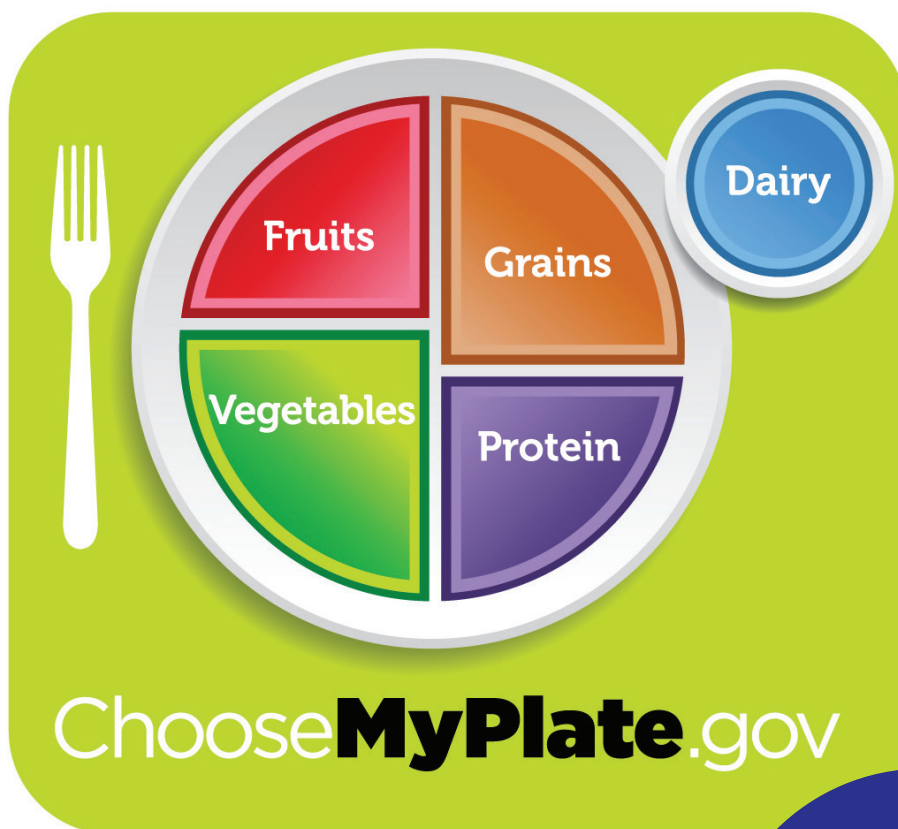
## Pretest Procedures

1. Using the MyPlate food tracker, students record the food eaten for dinner the prior evening. First, ask students to write a list of the foods they ate for dinner on the back side of the MyPlate food tracker. Remind them to include beverages and desserts. Second, ask them to write the corresponding food group beside the food item (fruit, vegetable, dairy, protein or grain). Foods that do not fit into one of these categories are called extras. Lastly, ask students to color (or mark with an X) the corresponding squares on the front of the tracker. Color in one square, under the correct day of the week, if a food item was eaten from that category. If no food item was eaten from a particular category, then ask the student to write "none" in the box.
2. Each morning, students record dinner from the previous day on the MyPlate food tracker. *A time saving tip is to ask students to record the evening meal in their planner as homework.*
3. On the fifth, or final day, of tracking, students count and record the total number of colored-squares per food group.
4. Teach the nutrition unit: Balancing MyPlate.

## Posttest Procedures

1. Repeat the process of recording the food eaten for dinner the previous evening. Ideally, students record the same number of meals completed during the pretest.
2. Ask students to compare their food trackers from the two weeks: pre versus post. Ask students to make written statements about the following:
  - a. Did your fruit intake change from pre to post?
  - b. Did your vegetable intake change from pre to post?
  - c. Did your intake of extras change from pre to post?
  - d. Ask students to reflect on their food group balance. Did their balance improve? Why or why not? Have students write two statements to support their answer.
3. Teacher creates a class summary.
  - a. Average fruit intake prior to and after the lessons.
  - b. Average vegetable intake prior to and after the lessons.
  - c. Average intake of extras prior to and after the lessons.
  - d. Number of students that increased their dietary balance (overall or by food category).





## MyPlate Tracker

*Color in one square for every serving.*

	Day 1	Day 2	Day 3	Day 4	Day 5	Total
Fruits						
Vegetables						
Protein						
Grains						
Dairy						
Extras						

*Extras are foods that do not fit into a MyPlate food category.*

Day 1	
Food Eaten	Food Category

Day 4	
Food Eaten	Food Category

Day 2	
Food Eaten	Food Category

Day 5	
Food Eaten	Food Category

Day 3	
Food Eaten	Food Category

*Food Category Key: Fruit, Vegetable, Protein, Grain, Dairy or Extra*

# Grade 3

# Lesson 1

## The Foods on MyPlate

*In June 2011, the U.S. Department of Agriculture (USDA) released MyPlate as a replacement for the food pyramid. The new plate icon is sectioned off to show fruits and vegetables as half of the plate.*

### Objective

Students will be able to identify foods from each food group and create a balanced meal.

### Materials

MyPlate handout

MyPlate bulletin board (or enlarged graphic)

### Vocabulary Words

balance

food groups

extra

### Introduction

1. Ask students to list their favorite meal on a piece of paper.
2. Show the enlarged MyPlate graphic organizer and ask the students if their meal follows the MyPlate guidelines.

### Procedure

1. Pass out food cards and ask students to think about which food group their food belongs in.
2. Hold up a food card and say, "I have green beans (for example). What food group do green beans belong to?" A student volunteers an answer; if he or she is correct, he/she holds up their food card and says, I have \_\_\_\_\_. What food group does \_\_\_\_\_ belong to?" Repeat the process until all students have answered and shared their food item.

**Key Point: Extras are foods that do not fit into a MyPlate food category. Extras include sugar-sweetened beverages, cookies, chips, and fruit-flavored snacks.**

3. Physical Activity Break: Make It Count! Teacher calls out different food groups and students with a food card from that category stand up and complete five jumping jacks. Students exchange food cards with a classmate. Teacher repeats activity.
4. Ask students to help build a balanced meal on the MyPlate bulletin board with their food cards. Using MyPlate as a guide, the balanced meal will consist of the following: 1 grain, 1 protein, 1 fruit, 1 vegetable and 1 dairy (See MyPlate Fact Sheet for additional background information).

The teacher models this activity by accepting food card suggestions from students until all parts of the plate are complete.

**Key point: A balanced meal consists of foods from all five MyPlate food groups.**

**Note: Students will be learning about other types of balance through the program: color balance, snack balance, and beverage balance.**

# Grade 3 Lesson 1 – The Foods on MyPlate

5. Now students design their own MyPlate meal on a MyPlate graphic organizer or paper plate.
6. Students draw a balanced meal, fulfilling all the food categories of MyPlate and using the ideas from the sharing game. Ask students about the following aspects of their balanced plates:
  - Half the plate is fruit and vegetables.
  - Drink water or low-fat (1%) milk.
  - Avoid oversized portions.
7. The teacher asks students to write down how they could change their favorite meal (from the introduction) to fulfill the MyPlate requirements.

## Assessment

The ability of students to create a balanced meal on a MyPlate graphic organizer and to write a reflection about how to adapt their favorite meal to make it balanced.

## Common Core Standards Addressed in this Lesson

English Language Arts Standards

- SL3.1 Engage effectively in a range of collaborative discussions with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
- SL3.1d Explain their ideas and understanding in light of the discussion.
- SL3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

National Health Education Standards

- 1.5 Demonstrate concepts related to health promotion and disease prevention.
- 5.5 Demonstrate the ability to use decision-making skills to avoid unhealthy foods and beverages and choose healthy foods and beverages.

## Extension (W3.1)

Students write their opinions about the best food group and give reasons to support their opinion.

## Physical Activity Break

Make it Count!

## Homework (SL3.6)

Students ask two members of the family to identify the food on their plates by food group categories. Students report back to the class.

## Try It With A Twist

As a group, brainstorm food items for various ethnic and special diet MyPlates: Mediterranean, Asian, Spanish, and vegetarian.



# Grade 3

## Lesson 2

# What Influences Food Choices?

*“There is a positive relationship between eating behaviors and access to healthy foods. Studies have found that individuals with access to a greater amount of healthy foods consume more fresh produce and other healthy items. Increasing consumption of the foods and beverages recommended by the Dietary Guidelines will depend heavily upon their availability and affordability” - Institute of Medicine, 2012.*

### Objective

Students will be able to analyze the influence of taste, availability, and social influences on food choices.

### Vocabulary Words

taste  
availability  
social influence

### Introduction

1. Ask pairs of students to brainstorm two food choices from each food category.

### Procedure

1. Ask each pair to share one item from each food category. Responses are recorded on a class chart.
2. Explain that people choose foods based on taste, availability, and social influence. Define taste, availability (home, school, neighborhood, season) and social influences (family members and peers).
3. Ask students to help identify reasons that might influence the food choices written on the chart. For example:
  - My family likes it (social influences).
  - It's crunchy (taste).
  - My mom buys it (availability).
  - It was served at lunch (availability).
4. Partners work together to identify reasons they eat the food on their brainstorming lists.

#### **Taste**

*How a food tastes: sweetness, crunch, salty, sour.*

#### **Availability**

*The ease and ability to get the food, including price, seasonality, and environment.*

#### **Social influences**

*The influence of people and persuasive text.*

5. Discuss patterns in student responses.

**Key points:** *A variety of factors influence our food choices. Students commonly identify taste, but availability and others can be strong influences as well. The reason one person eats a food may differ from the reasons of another person. In this way, it is a matter of point of view or opinion whether the reason is taste, availability or social influence.*

6. Physical Activity Break: Make It Count! Teacher calls out the name of a food. Students perform one or more movements that corresponds to reasons for eating.
  - Taste = 5 jumping jacks
  - Social influence = jog in place for 10 seconds
  - Availability = 5 toe touches

## Grade 3 Lesson 2 - What influences food choices?

7. Students pick one food on their list and write a statement of opinion about the reason for choosing that food. Students may also pick a healthy food that they would like to eat more of and state ideas for increasing consumption.

### Assessment

The ability of students to identify influences on their food choices and to write an opinion statement.

### Common Core Standards Addressed in this Lesson

English Language Arts Standards

- SL3.1 Engage effectively in a range of collaborative discussions with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
- SL3.1d Explain their ideas and understanding in light of the discussion.
- SL3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
- W3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.
- W3.1b Provide reasons that support the opinion.

National Health Education Standards

- 2.5. Analyze the influence of family, peers, culture, media and technology on health behaviors.
- 4.5 Use interpersonal communications skills to enhance health.
- 6.5 Demonstrate the ability to set personal goals related to healthy eating.

### Extension (W3.1)

Students write a thank you note to a parent, food service director or another person thanking them for providing a healthy food choice. Instead of writing a thank you note, students may write a request to another person for a healthy option.

Write a goal for one food category. Consider taste, availability and influences of others and list three strategies to help achieve the goal.

### Physical Activity Break

Make it Count!

### Homework (SL3.1)

Students ask family members to identify the reason for a food choice using the terms taste, availability, or social influence.

### Try It With A Twist

Challenge students to try a food that they have not eaten before. The new food trial can be completed at home, in the classroom, or in the cafeteria.

# Grade 3

## Lesson 3

# Balancing MyPlate

*"Americans now consume about one-third of their total calories on foods prepared outside the home." — FDA Commissioner Margaret Hamburg (2011).*

### Objective

Students will be able to work with a partner and create a balanced meal.

### Materials

MyPlate graphic organizer or chart  
food cards

### Vocabulary Words

balance  
positive peer pressure  
social influence

### Introduction

1. Review lesson 2 and explain that positive peer pressure can be used to help others make healthy balanced food choices. This would be a positive social influence.
2. Organize students into pairs. Explain that pairs will work together to create healthy meals in a fun way.

### Procedure

1. Hold up a card that has green beans on it. Ask students to tell their seatmate a positive statement about the green beans. Ask the other seatmate to make a negative statement about the green beans.
2. Teacher asks "Which statement makes you want to try the green beans?"
3. Explain to students that the MyPlate graphic organizer will serve as a guide for creating a balanced meal.
4. Ask students to stand on one foot or strike a balanced pose. Remind students of the principles of balance.

**Key points:** *Balance is achieved with a center of gravity over a base of support with equal distribution among the pieces. The wider or bigger the base of support, the easier it is to achieve balance. In nutrition, MyPlate is the base of support. Eating a diet of 'extras' would be like trying to balance on your big toe.*

5. Pass out food cards. Ask students to stand up when the teacher calls out a section of the MyPlate graphic organizer that corresponds to their food card.
6. Once students have demonstrated the ability to recognize individual foods, insert combination foods: pizza, taco, burrito, spaghetti with meat sauce, or fruit salad. Ask students "Who would stand up if I said 'pizza'?"
7. Ask students to stand up and read their food card. The other students write down two foods from each category, as they hear them, that they would encourage friends to eat.
8. Ask the students to work with their seatmate to list a meal that includes foods from all five food groups. Students may include one extra. Remind students that eating too many extras can knock you off balance.

## Grade 3 Lesson 3 - Balancing MyPlate

9. Physical Activity Break: GO-GO. Pairs go around to their classmates and check each other's meal for balance. If the meal is balanced, the students sign each other's work. Collect five peer signatures.
10. Return to seats and ask students to complete this writing assignment: Write a friendly letter to your parents asking them to help you fix the balanced meal that you created. Explain why a balanced meal is important.

### Assessment

The ability of students to work with a partner to create a balanced meal.

### Common Core Standards Addressed in this Lesson

English Language Arts Standards

- SL3.1 Engage effectively in a range of collaborative discussions with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
- SL3.1d Explain their own ideas and understanding in light of the discussion.
- SL3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
- W3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.
- W3.1b Provide reasons that support the opinion.

National Health Education Standards

- 1.5 Demonstrate concepts related to health.
- 2.5 Analyze the influence of family, peers, culture, media and technology on health behaviors.
- 4.5 Use interpersonal communications skills to enhance health.
- 6.5 Demonstrate the ability to set personal goals related to healthy eating, take steps to achieve these goals and monitor their progress in achieving them.
- 7.5 Demonstrate the ability to influence and support others to make healthy eating choices.

### Extension (W3.1, L3.1, L3.2)

Create a 10 Tips to Balanced Eating fact sheet to share with other students. Visit [www.choosemyplate.gov](http://www.choosemyplate.gov) for examples.

### Physical Activity Break

GO-GO

### Homework (SL3.1, SL3.6)

Ask families to set a MyPlate goal for one food category. Encourage students to track goal progression on the MyPlate tracker.

### Try It With A Twist

Use produce from the school garden to create salsas for tasting.

# Grade 4 Unit Assessment

The health behavior outcome shaped in this unit:

*Students will eat a variety of snacks from the MyPlate food group categories.*

## Materials

MySnack tracker

### WHAT COUNTS?

Snacks are all foods and beverages not eaten during breakfast, lunch or dinner.

For this assessment, a serving is defined as the item the student ate: an apple, a package of fruit snacks, a yogurt, or a cookie. Estimating ounces and serving size equivalents, while important, can be confusing for young children. The objective of this unit is to increase the variety of snacks eaten from different MyPlate food categories.

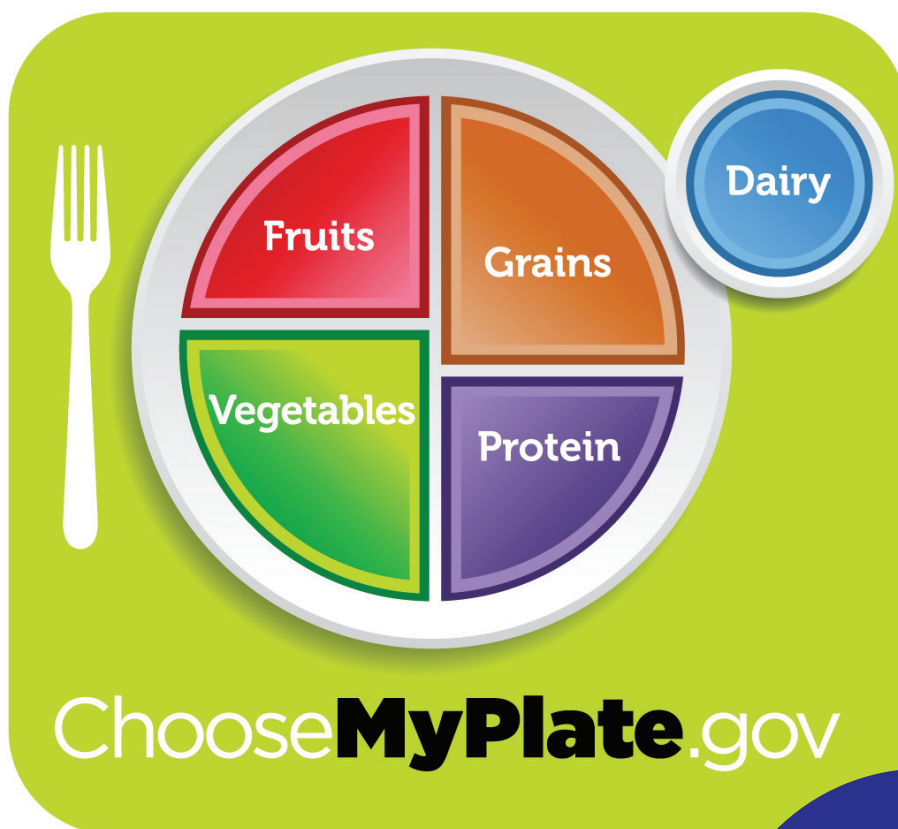
## Pretest Procedures

1. Using the MySnack tracker, students record the snacks eaten during the previous day. First, ask students to write a list of the previous day's snacks on the back side of the MySnack tracker. Remind them to include beverages. Second, ask them to write the corresponding food group beside the food item (fruit, vegetable, dairy, protein or grain). Foods that do not fit into one of these categories are called extras. Lastly, ask students to color (or mark with an X) the corresponding squares on the front of the tracker. Color in one square, under the correct day of the week, if a snack item was eaten from that category. If no snack item was eaten from a particular category, then ask the student to write "none" in the box.
2. Each morning, students record snacks from the previous day on the MySnack Plate food tracker. *A time saving tip is to ask students to record the day's snacks in their planner as homework.*
3. On the fifth, or final day, of tracking, students count and record the total number of colored-squares per food group.
4. Teach the nutrition unit: My Snack Balance.

## Posttest Procedures

1. Repeat the process of recording daily snack intake. Ideally, students record snacks for the same number of days completed during the pretest.
2. Ask students to compare their food trackers from the two weeks: pre versus post. Ask students to make written statements about the following:
  - a. How many days did you eat a snack from at least four of the food groups: pre versus post?
  - b. Did your fruit or vegetable intake change from pre to post?
  - c. Did your intake of extras change from pre to post?
  - d. Ask students to reflect on their snack balance. Did their balance improve? Why or why not? Have students write two statements to support their answer.
3. Teacher creates a class summary.
  - a. Number of days that students ate at least four snacks from a MyPlate food group: pre versus post.
  - b. Food category with the most snacks: pre versus post.
  - c. Food category with the fewest snacks: pre versus post.
  - d. Number of students that improved their snack balance (overall or by food category).





## MySnack Tracker

*Color in one square for every serving.*

	Day 1	Day 2	Day 3	Day 4	Day 5	Total
Fruits						
Vegetables						
Protein						
Grains						
Dairy						
Extras						

*Extras are foods that do not fit into a MyPlate food category.*

Day 1	
Food Eaten	Food Category

Day 4	
Food Eaten	Food Category

Day 2	
Food Eaten	Food Category

Day 5	
Food Eaten	Food Category

Day 3	
Food Eaten	Food Category

*Food Category Key: Fruit, Vegetable, Protein, Grain, Dairy or Extra*



# Grade 4

# Lesson 1

## 'Sense'ational Snack Choices

*Consumer decision-making is influenced by taste, availability (price, seasonality, and environment) and social influences of people and persuasive text. Choosing healthy, enjoyable foods involves understanding the principles of market availability and consumer purchasing.*

### Objective

Students will be able to explore and describe snacks using concrete words, phrases, and sensory details in the process of choosing snacks.

### Materials

sticky notes  
snack boxes and/or wrappers  
sensory word chart

### Vocabulary Words

sensory  
texture  
appearance

### Introduction:

1. Hold up two packages of snacks and ask students if they enjoy one (or both) of the snacks.
2. Explain that everyone snacks and that we are going to think about how to describe different snacks using sensory words and phrases.

### Procedure

1. Students make two columns on a piece of paper and title the first column, 'give one' and the second column, 'get one.'
2. For 1 minute, students list snacks that they personally eat in the 'give one' column.
3. Physical Activity Break: GO-GO: Students walk around to their classmates and ask for one snack idea to write in their 'get one' column. In turn, they give an idea to their classmate from their 'give one' column (3-5 minutes).
4. Students return to seats. Ask the students to choose their favorite snack and write it on a sticky note. Students come up to the board and put up their sticky note.
5. Teacher and students brainstorm words to describe snacks in sensory terms. Teacher makes a chart on the board to focus on categories of texture (feeling), smell, taste, looks (sight), and sounds. See attached chart.

**Key point: We taste with all our senses.**

6. Teacher and students review the definition of a simile – comparing two things using like or as.
7. Teacher and students brainstorm similes to describe snacks.

Examples: The cracker was as salty as the ocean. The ice cream was as cold as the North Pole.

8. Students work with partners to come up with three snack similes.

# Grade 4 Lesson 1 – ‘Sense’ational Snack Choices



9. Students write a description of one snack in the form of a riddle and share it with the class. There should be three clues – two in the form of similes. For example:

I am as salty as the ocean.

I am as crunchy as fall leaves.

I am delicious in soup.

What am I? Crackers

## Assessment

The ability of students to write descriptions of snacks using sensory words and phrases in their similes.

## Common Core Standards Addressed in this Lesson

English Language Arts Standards

L4.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L4.5a. Explain the meaning of simple similes and metaphors.

L4.5c. Demonstrate understanding of words by relating them to their antonyms and synonyms.

W4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

W4.3d. Use concrete words and phrases and sensory details to convey experiences and events precisely.

National Health Education Standards

2.5. Analyze the influence of family, peers, culture, media, and technology on health behaviors.

4.5. Use interpersonal communications skills to enhance health.

## Extension (L4.5c)

Make a list of words from the sensory chart and ask students to work with a partner to find antonyms and synonyms for each word. Students then make analogies using the lists.

Example: smooth: rough :: creamy: crunchy

## Physical Activity Break

GO – GO

## Homework (SL4.3)

Student asks each member of the family to make up a simile about a food they are eating. Students report back to the class.

## Try It With A Twist

Students try new fruits, vegetables, lean proteins, and whole grains. Describe the food item using their five senses.

# Sensory Chart

Name \_\_\_\_\_ Date \_\_\_\_\_

Snack	Taste	Texture	Looks (sight)	Smells	Sounds
Crackers	salty, buttery	crunchy, bumpy	round, disc shaped, brown dotted	none	crunchy



# Grade 4

## Lesson 2

# Snack Packaging and Promotion

*Foods that are marketed to kids by using cartoons, by referencing “play” or “fun” on the packaging, and using unusual colors or flavors tend to be very unhealthy. Research has found that 89% of these products targeting kids are of poor nutritional value with high levels of sugar, fat, and sodium (Elliot, 2007).*

### Objective

Students will evaluate snack packaging and identify stated and inferred consumer messages.

### Materials

empty snack packages  
snack analysis chart

### Vocabulary Words

appeal  
consumer message  
influence  
infer  
claims

### Introduction

1. Show a cracker box (or similar snack package) and discuss the appeal of the packaging. Probe about colors, pictures, product name, text, and product claims.
2. As the class examines the cracker box, fill in the package analysis chart.

### Procedure

1. Pass out a snack package to each pair of students.
2. Student partners fill in the package analysis chart for the snack package the pair has been given.
3. Students trade products with another pair of students until they have completed the chart.
4. Physical Activity Break: Order Up Snacks. Ask students to order up by these categories.
  - Most colorful packaging to least colorful.
  - Size of product name from biggest to smallest.
  - Incentives to buy product, including toys, free items, mail in rebates, and health claims.

**Key points: Snack food packaging is a form of product advertising. Use of colors, pictures, claims, and product names are strategies used to influence a consumer.**

5. All students return to seats. Partners complete the data analysis questions on the back of the chart.
6. Discuss responses to the data analysis questions. Focus on stated and inferred messages.

## Grade 4 Lesson 2 - Snack Packaging and Promotion

### Assessment

The ability of students to analyze snack packaging and identify stated and inferred consumer messages.

### Common Core Standards Addressed in this Lesson

English Language Arts Standards

- RI 4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.
- SL4.1 Engage effectively in a range of collaborative discussions with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

National Health Education Standards

- 2.5. Analyze the influence of family, peers, culture, media, and technology on health behaviors.
- 3.5. Ability to access valid information, products and services.

### Extension (RI 4.1)

Students use words from packaging to create a poem (called canned poetry). The poem should begin with a main idea and have phrases to support that main idea all from the packaging.

### Physical Activity Break

Order Up Snacks

### Homework (SL 4.1, SL 4.3)

Students ask family members to describe their dinner foods using adjectives to make the food appealing and give evidence to support their claims. Students record one description.

### Try it with a Twist (RI 4.1)

Students make an advertisement to promote the trial of an unusual cafeteria food choice or a food they wish was offered in the cafeteria. Advertisements need to include main ideas and supporting details to explain their choice.

# Packaging Analysis Chart

Name \_\_\_\_\_ Date \_\_\_\_\_

Product	Colors and pictures	Main message in words	Other

Choose one of the products listed on the front to answer the following questions.

Name \_\_\_\_\_ Date \_\_\_\_\_

1. How do the colors of the packaging attract the buyer to the product?

2. What main positive message does the package give you about the snack?

3. Explain any other messages you think the producer is trying to give the consumer to convince them to buy their product.



# Grade 4

## Lesson 3

# Balancing Snacks with MyPlate

*Snacks are an important strategy for curbing hunger and maintaining energy levels. Healthy snacks spaced throughout the day can even decrease mealtime calorie intake. Consumers are surrounded by snack choices with some choices better than others (Academy of Nutrition and Dietetics, 2012).*

### Objective

Students will make healthy snack choices from the MyPlate food categories.

### Materials

food cards  
empty snack packages  
MyPlate bulletin board or chart

### Vocabulary Words

balance      decrease  
choices      increase

### Introduction

1. Review the concepts of lesson 2 by explaining that snack manufacturers want us to choose their snacks, and they try to influence us with packaging. We need to be aware of advertising influence when we choose our snacks.
2. Ask students to brainstorm some snacks that do not have any or much product packaging.
3. Explain to students that they can use the MyPlate food categories to help them make healthy snack choices. Show the MyPlate graphic organizer and review the parts.

### Procedure

1. Remind students of the importance of balance by asking them to join you in standing on one foot, the other foot, and both feet, while thinking about how snacks affect nutritional balance.

**Key points:** *Balance is achieved with a center of gravity over a base of support with equal distribution among the pieces. The wider or bigger the base of support, the easier it is to achieve balance. In nutrition, MyPlate is the base of support. Eating a diet of 'extras' would be like trying to balance on your big toe.*

2. Pass out food cards. Ask students to stand up when the teacher calls out a category of the MyPlate that corresponds to their snack (food) card.
3. Physical Activity Break: Order Up. With food card in hand, students order up by various categories.
  - Items from the same food categories.
  - Items from three different food categories.
  - Items from four different food categories.
4. Ask students to work with a partner to make a list of snacks for one day that includes a snack from each of the food groups. Students may choose one extra.

**Key points:** *If students eat one snack from each food group, they are more likely to meet their nutritional needs, and have less room for extras. Too many snack extras can knock you off balance.*

5. Students return to seats and write a snack plan for one day. The plan must include one food from each of the MyPlate food categories. Challenge students to include one new snack and a brief statement of how they will get/ask for the new snack.

## Grade 4 Lesson 3 - Balancing Snacks with MyPlate

### Assessment

The ability of students to list snacks from each of the MyPlate food categories.

### Common Core Standards Addressed in this Lesson

English Language Arts Standards

SL3.1 Engage effectively in a range of collaborative discussions with diverse partners on grade 3 topics and texts, building on others' ideas, and expressing their own clearly.

SL3.1d Explain their own ideas and understanding in light of the discussion.

W3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.

W3.1b Provide reasons that support the opinion.

National Health Education Standards

1.5 Demonstrate concepts related to health promotion and disease prevention.

4.5 Use interpersonal communications skills to enhance health.

5.5 Demonstrate the ability to use decision-making skills to avoid unhealthy foods and beverages and choose healthy foods and beverages.

6.5 Demonstrate the ability to set personal goals related to healthy eating, take steps to achieve these goals and monitor progress.

### Extension (W3.1, L3.1, L3.2)

Choose and analyze one day of snack intake record keeping data. Ask students to write a summary comparing their intake to the MyPlate recommendations.

### Physical Activity Break

Order Up Snacks

### Homework (SL3.1, SL3.6)

Ask families to set a MyPlate goal for one snack food category. Encourage students to track goal progression on the MyPlate tracker.

### Try It With A Twist

Invent a new snack by combining foods to incorporate more food groups into snacks. Example: celery with peanut butter and raisins, or carrots and pretzels.

# Grade 5 Unit Assessment

The health behavior outcome shaped in this unit:

*Students will decrease sugar-sweetened beverage intake.*

## Materials

MyBeverage tracker

### WHAT COUNTS?

For this assessment, a beverage serving is defined as a beverage between 8 and 12 ounces: a juice box, a 12-ounce can, a carton of milk. Estimating ounces and serving size equivalents, while important, can be confusing for young children. The objective of this unit is to decrease sugar-sweetened beverages. Teas, coffees, and sodas are to be recorded as extras. Milk and smoothies are to be recorded as dairy.

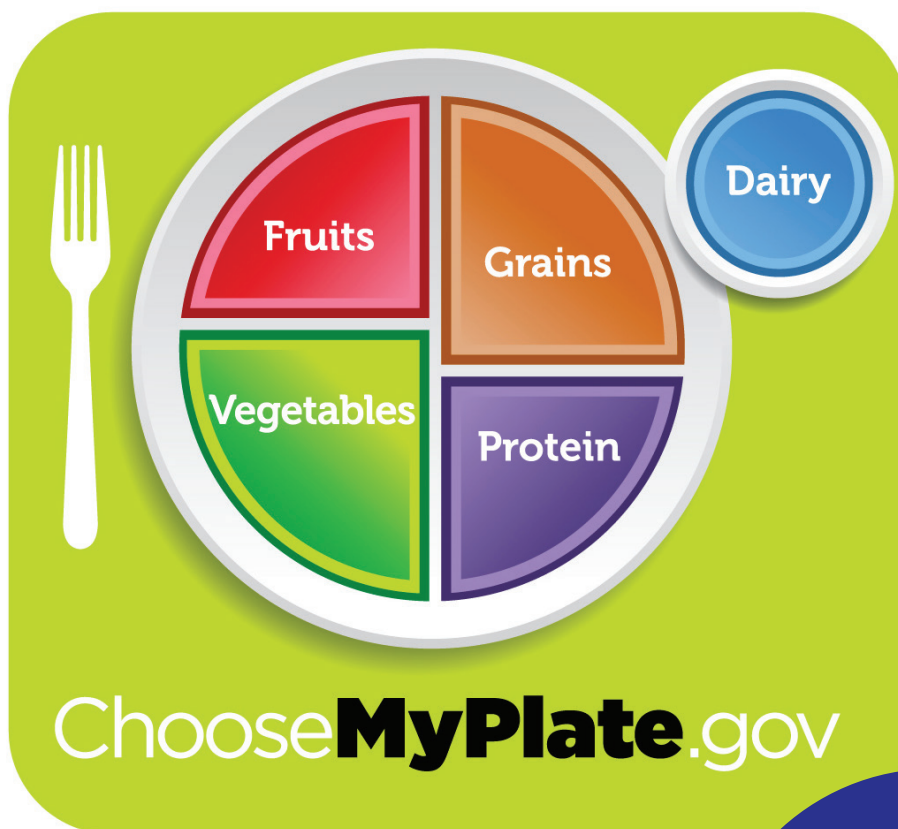
## Pretest Procedures

1. Using the MyBeverage tracker, students record the beverages consumed during the previous day. First, ask students to write a list on the back side of the MyBeverage tracker. Remind them to include beverages consumed during meals, during play, and for snack. Second, ask them to write the corresponding food group beside the beverage (fruit, vegetable, dairy, water). Beverages that do not fit into one of these categories are called extras. Lastly, ask students to record the *number of servings* in the corresponding squares on the front of the tracker. If no beverage was consumed from a particular category, then ask the student to write "none" in the box.
2. Each morning, students record beverages from the previous day on the MyBeverage tracker. *A time saving tip is to ask students to record the day's snacks in their planner as homework.*
3. On the fifth, or final day, of tracking, students count and record the total number of beverages per food group.
4. Teach the nutrition unit: Beverage Balance.

## Posttest Procedures

1. Repeat the process of recording daily beverage intake. Ideally, students record beverages for the same number of days completed during the pretest.
2. Ask students to compare their beverage trackers from the two weeks: pre versus post. Ask students to make written statements about the following:
  - a. Did your water intake change from pre to post?
  - b. Did your dairy intake change from pre to post?
  - c. Did your intake of extras change from pre to post?
  - d. Ask students to reflect on their beverage balance. Did their balance improve? Why or why not? Have students write two statements to support their answer.
3. Teacher creates a class summary.
  - a. Average water intake prior to and after the lessons.
  - b. Average dairy intake prior to and after the lessons.
  - c. Average intake of extras prior to and after the lessons.
  - d. Number of students that increased their beverage balance (overall or by food category).





## MyBeverage Tracker

*Color in one square for every serving.*

	Day 1	Day 2	Day 3	Day 4	Day 5	Total
Fruits						
Vegetables						
Dairy						
Water						
Extras						

*Extras are beverages that do not fit into a MyPlate food category.*

Day 1	
Beverage	Food Category

Day 4	
Beverage	Food Category

Day 2	
Beverage	Food Category

Day 5	
Beverage	Food Category

Day 3	
Beverage	Food Category

*Beverage Category Key: Fruit, Vegetable, Dairy, Water or Extra*

# Beverage Analysis Chart

Name \_\_\_\_\_ Date \_\_\_\_\_

Beverage Name	Serving Size	Calories	Grams of Sugar	Grams of Fat	Grams of Protein	Milligrams of Sodium	Nutrients





# Grade 5

# Lesson 1

## Beverage Balance

*Parents can erroneously believe that sport and juice-flavored drinks are healthy products. Some of these beverages have as much added sugar as a soda. Sugar-sweetened beverages are the number one source of added sugar in a young person's diet (Harris et al., 2011).*

### Objective

Students will be able to locate information on a beverage label, record information, and analyze the health benefits.

### Materials

empty beverage containers with labels intact  
beverage analysis chart  
paper and pencil  
label reading fact sheet

### Vocabulary Words

calorie                      label reading  
percent daily value      nutrient

### Introduction

1. Explain that a nutrient is a substance that provides energy or building material for the survival and growth of a living organism.
2. Explain how MyPlate is a balanced plan for eating and that beverages can affect a person's nutritional balance.
3. Reading labels and understanding the nutritional value of beverages is the key to making healthy beverage choices.

### Procedure

1. Students make two columns on a piece of paper and title the first column, 'give one' and the second column, 'get one.'
2. For 1 minute, students list up to five beverages that they drink in the 'give one' column.
3. Physical Activity Break: GO-GO. Students walk around to their classmates and ask for one beverage idea to write in their 'get one' column. In turn, they give an idea to their classmate from their 'give one' column (3-5 minutes).
4. Students return to seats. Teacher asks students to review their lists and number the beverages from healthiest to the least healthy.
5. Teacher explains the basics of label reading (see handout).
6. Pass out one beverage container to each student. Use a variety of beverage containers: soda, iced tea, juices, water, milk, energy drinks, and other beverages the students may consume regularly.
7. Pass out the beverage analysis data chart and instruct students to fill out the chart for 5-8 different beverages. Students should share containers with their classmates.
8. Students share or write three observations about their data. The statements could begin "I notice... "

**Key points:** *The Nutrition Fact label and the ingredient list are important sources of factual information. The product label, as learned in grade 4, is a source of persuasive text and information.*

**Key points:** *Information on the nutrition label is per serving. Some beverages can have 2 to 3 servings per container. Look on the ingredient list for 'sugary' words like syrup and words ending with 'ose.'*

# Grade 5 Lesson 1 – Beverage Balance



## Assessment

Students ability to read labels, record data, and reflect on results through discussion and writing.

## Common Core Standards Addressed in this Lesson

English Language Arts Standards

W5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.  
SL5.1 Engage effectively in a range of collaborative discussions with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

National Health Education Standards

2.5. Analyze the influence of family, peers, culture, media and technology on health behaviors.  
3.5. Ability to access valid information, products and services.

## Extension (W5.9)

Create a 10 Tips to Beverage Balance fact sheet to share with other students. Visit [www.choosemyplate.gov](http://www.choosemyplate.gov) for examples.

## Physical Activity Break

GO-GO

## Homework (SL5.1 W5.1)

Students ask a family member to add a beverage to the information chart. Students should explain how to read the label and then record information on the chart to report back to the class

## Try It With A Twist

Students analyze beverages from the cafeteria using the same beverage analysis chart. Reflect on the nutritional value of the beverages.

# Grade 5

## Lesson 2

# Beverage Choices

*Beverage companies spent \$948 million in 2010 to advertise sugary drinks and energy drinks, an increase of 5% since 2008 (Harris et al., 2011).*

### Objective

Students will be able to examine labels and compare different beverage ingredients to better understand the continuum of nutritional values in beverage choices.

### Materials

empty beverage containers with labels intact  
beverage analysis chart completed during lesson 1  
beverage basics fact sheet

### Vocabulary Words

empty calories  
vitamins  
minerals  
compare

### Introduction

1. Pass out the beverage basics fact sheet handout or similar article discussing various beverages. Students read independently, in partners or as a group highlighting information that is important.

### Procedure

1. Students take out the completed beverage analysis chart from lesson 1.
2. Post data questions for data analysis. Students answer the questions and then discuss in pairs.

### Data Questions

- a. Which beverage had the highest number of calories?
  - b. Which beverage had the highest amount of sugar?
  - c. Which beverage had the fewest number of ingredients?
  - d. Make one other observation about the data that you noticed.
  - e. Which beverage had the most nutritional value?
3. Teacher should look for opportunities in discussions to extend students' answers to the following nutritional concepts:  
low-fat  
added sugar  
empty calories  
vitamins (from fruits and vegetables)  
minerals (like calcium)  
serving size

**Key point:** *Serving size and portion size are not equal. Serving sizes are suggested amounts of food or beverages, portions are the amount of food or beverage served.*

## Grade 5 Lesson 2 - Beverage Choices

4. Physical Activity Break: Order Up Beverages. Students create their own beverage card using information from their beverage analysis chart, or use a beverage container. Ask students to order up by beverage types. Students share one observation about their beverage. See activity break card for other activity variations.
5. Ask students to look at data chart again and explain to a partner the healthiest choice on their chart and the least healthy choice on their chart. Students will then write their findings in a few sentences explaining the healthiest choice and the least healthy choice.

**Key point:** *Students drink 6 to 8 beverages a day. There are many beverage choices, and not all beverages are equal.*

### Assessment

The ability of students to use data to support their beverage choices in writing.

### Common Core Standards Addressed in this Lesson

English Language Arts Standards

- W5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- W5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
- SL5.1 Engage effectively in a range of collaborative discussions with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

National Health Education Standards

- 1.5 Demonstrate concepts related to health promotion and disease prevention.
- 4.5 Use interpersonal communications skills to enhance health.
- 5.5 Demonstrate the ability to use decision-making skills to avoid unhealthy foods and beverages and choose healthy foods and beverages.

### Extension (W5.1, W5.9)

Students use information about milk from the beverage basic fact sheet and the beverage labels to create posters promoting milk consumption.

### Physical Activity Break

Order Up Beverages

### Homework (SL5.1)

Families set a beverage balance goal for the week. Encourage students to track goal progression on the MyBeverage tracker.

### Try It With A Twist

What's a cup? Teacher displays three drinking glasses with various amounts of liquid in each. Students guess the volume amounts. To learn to estimate beverage amounts, students use a 1-cup measuring cup to drink beverages for one to three days.

## Grade 5 Lesson 2 - Beverage Choices

### Additional Teacher Information

<i>Categories</i>	<i>Possible Beverages</i>
Milk	Fat-free, low-fat (1%), whole
	Flavored: chocolate, strawberry
Water	Fountain, tap, bottled
Flavored Water	
Soda	Regular
	Diet
100% Juice	Orange, apple, grape
Fruit-drinks	
Sweet drinks	Lemonade, sweetened iced tea
Sports drinks	
Hot drinks	Coffee, teas, hot chocolate
Other	Energy drinks, smoothies

#### Facilitation Notes

- Low-fat (1%) and 2% milk have the same nutritional value (Calcium and Vitamin D). The difference is the percentage of fat, and thus calories.
- Flavored milks have added sugar.
- 100% juice is different than a juice drink or fruit – flavored drink. The amount of added sugar is higher in juice drinks.
- Lots of beverages contain ‘empty calories’: calories with low nutritional value.
- All information on the Nutrition Fact label is per serving.
- Calories are reported in kilocalories per serving. If a jug of milk has 2 servings per container, and a student drinks the entire container, multiply the calories and other values by 2.
- Fats contain twice the amount of calories as other macronutrients: proteins & carbohydrates. Certain fats have a higher tendency to block our arteries and raise our blood pressure.
- Sugar is one form of carbohydrate. Milk and 100% fruit juice beverages can have some natural sugars – it is what makes them naturally sweet. This line item on the Nutrition Fact label contains both natural and added sugars.
- Ingredients are listed in order of weight. So the first item on the list represents the largest item in the product.
- Read the ingredient list to determine if sugar has been added to the beverage. There are many different words for sugar. Look for sugar, syrup, sucrose, dextrose or other words that ends in ‘ose.’



# Grade 5

## Lesson 3

# Where Do Beverages Fit in MyPlate?

*Water is vital to all living things. The human body is approximately 60% (adults) to 75% (infants) water. About 83% of our blood is water, which helps digest food, transport waste, and control body temperature. Every day, humans must replace 2.5 quarts of water through drinking liquids and eating foods (Institute of Medicine, 2004).*

### Objective

Students will be able to plan one day of balanced beverage intake.

### Materials

Movement cards

### Vocabulary Words

empty calories  
excess  
moderation

### Introduction

1. Brainstorm the term balance. Write the word balance on chart paper and list students' responses.
2. Ask students to balance on one foot, then the other foot, and then stand strong on both feet to emphasize how nutritional balance and physical balance are related.
3. Teacher explains MyPlate is a balanced plan for eating and beverages can keep a person's nutrition balanced or can bust their balance.

**Key points:** Balance is achieved with a center of gravity over a base of support with equal distribution among the pieces. The wider or bigger the base of support, the easier it is to achieve balance. In nutrition, MyPlate is the base of support. Eating a diet of 'extras' would be like trying to balance on your big toe.

### Procedure

1. Discuss overview facts listed above about water. Explain how vital water is to human health.
2. Teacher reviews MyPlate food categories.
3. Using the beverages listed on beverage charts from previous lessons, ask students to determine in which food category each beverage belongs.

**Key points:** 100% fruit and vegetable juice counts as a fruit or vegetable. Fruit-flavored drinks and sport drinks are extras. Ask students to read the labels for calorie and for added sugar information.

4. Water is the only beverage that is 'free' and not considered an extra serving that can bust your balance. Other beverages need to be counted as part of the daily intake of food groups.
5. Physical Activity Break: Hit The Deck. Ask students specific questions about their beverage chart. The student who answers the question correctly gets to hit the deck (draw a card and lead the class in that movement).
  - Who has a product with zero calories?
  - Who has an extra?
  - Who has a vegetable beverage?
  - Who has a beverage we should drink three times a day?

## Grade 5 Lesson 3 - Where Do Beverages Fit in MyPlate?

6. Students return to seats and create a written plan for one day of beverage consumption. According to the United States Department of Agriculture, young people should drink the following:
- 3 glasses of milk, or eat other dairy like cheese or yogurt.
  - 5 to 8 cups of water.

### Assessment

The ability of students to plan, in writing, a day of balanced beverage intake.

### Common Core Standards Addressed in this Lesson

English Language Arts Standards

- W5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- W5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
- SL5.1 Engage effectively in a range of collaborative discussions with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

National Health Education Standards

- 1.5 Demonstrate concepts related to health promotion and disease prevention.
- 5.5 Demonstrate the ability to use decision-making skills to avoid unhealthy foods and beverages and choose healthy foods and beverages.
- 6.5 Demonstrate the ability to set personal goals related to healthy eating, take steps to achieve these goals and monitor progress.

### Extension (SL5.1, W5.1, W5.9)

Using data from the beverage analysis chart, students estimate beverage intake calories for one day. Students calculate the number of miles (100 calories per mile) needed to walk to burn off their beverage calories.

### Physical Activity Break

Hit The Deck

### Homework (SL5.1)

Challenge families to burn off their dinner beverage calories. To burn 100 calories, individuals need to walk or run 1 mile or engage in moderate activity for 20 minutes. Families discuss and complete exercise challenge.

### Try It With A Twist

In teams, students create a list of at least three ideas to make water a) more appealing and b) more accessible.



**K-2**

# Physical Activity Breaks

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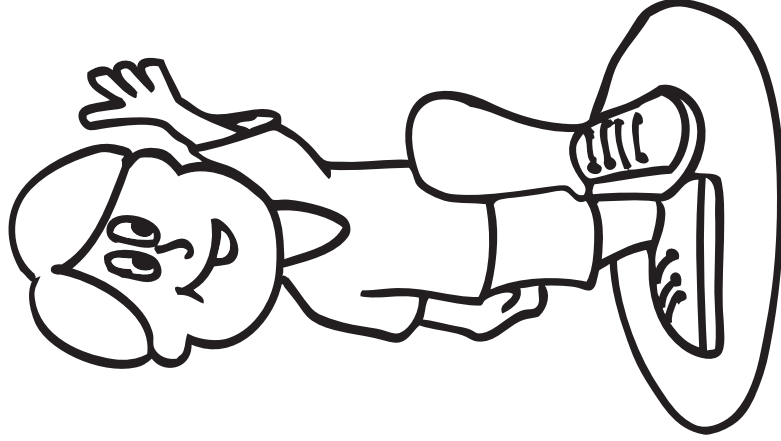


# SEE SPOT

**INTRODUCTION** “How many of you have played Twister? We’re going to play a listening game that is similar to Twister, but we’re only going to stay on your own spot.” Each student should have a poly spot, or a marked square, on the floor. Teacher calls out a variety of combinations from easy to hard; students hold the position for 3 seconds.

Examples

- two feet
- one hand, one foot
- one knee, one pinky.



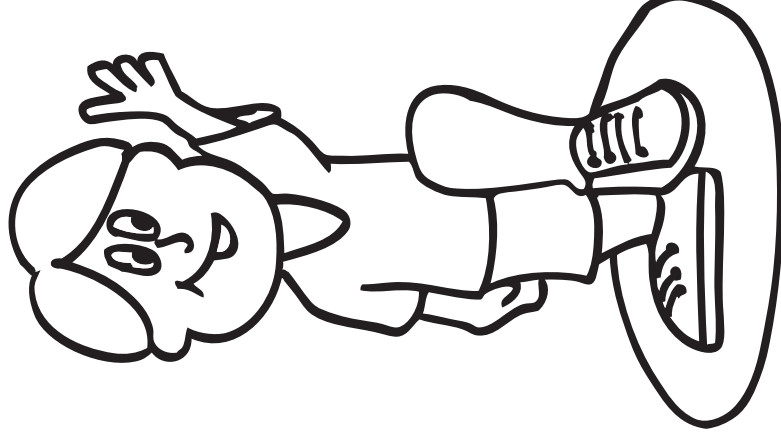
VARIATIONS	PROGRESSIONS
Add additional challenges to the sequence: left foot balance, then reach as high as you can, wink after 3 seconds.	Include movement into the sequence such as: right foot, clap hands three times, left foot.
Introduce new movements from the movement cards.	Theme the combinations, such as actions of a dog or cat.
Give open-ended prompts to movements such as one large body part and one small body part.	Musical spots – have students move to spots and perform sequence once music stops.

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Introduce new movements from the movement cards.	Theme the combinations, such as actions of a dog or cat.
Give open-ended prompts to movements such as one large body part and one small body part.	Musical spots – have students move to spots and perform sequence once music stops.

## SEE SPOT

### SEE SPOT COUNT

Teacher shows a number to the students. Students call out the number and a movement, "six toe touches", and then perform that many movements on the spot.

#### Variations

- Begin with the number one and follow the number sequence: one foot balance; two toe touches; three wiggles...
- Hold challenging poses for that number of seconds, with students counting out loud.

#### Progressions

- Build counts into a sequence: three twists and four side bends.
- Build sequences of even and/or odd numbered movements.
- Use addition, subtraction, and multiplication flash cards for the numbers.

## PURPLE SPOTS

Teacher calls out a color. On teacher's "go", students leave spot, touch an item in the room of that color and return to spot.

#### Variations

- Ask one student to call out a color. On "go", students must go to a spot of that color. Multiple students can be on one spot.
- Share pictures of different foods. Students will make a shape with their bodies that matches the shape of the food: banana – curved shape; carrot – long & skinny; baby carrot – small and skinny; apple – round, slice of bread – flat.
- Teacher gives clues to the color: begins with the letter "G" or the color of grapes.

#### Progressions

- Build color spots into a sequence of color items and or add in a shape: a red item and a square item.
- Use reading flash cards with colors and shapes on the cards.
- After touching an item, students may return to a different spot.

### SEE SPOT SIT

Teacher calls out verb words, and students perform that action. Incorporate other types of language arts words (adverbs or sight words) into the directions for spot movements.

#### Variations

- Call on one student to read a sight word card. That student gives instructions for movement on the spot using the sight word.
- As students learn prepositions, incorporate the prepositions into their spot movement: in, out, off, under, and the like.

#### Progression

- Read sentences or short stories. Students listen for pieces of designated speech, such as verbs or adverbs. When they hear that form of speech, they complete a corresponding movement.

### SEE SPOT EAT MYPLATE

Teacher uses spot movements to help students sort and categorize food groups. Teacher selects a food group for the day, like fruits. Teacher draws food cards from the deck and shares them with students. If the food is in the designated food group, students jump upward.

#### Variations

- Students jump upward when they have eaten that food in the past week. One of the students is then asked to place the food in the correct category.
- Many foods originate from seeds (fruits, vegetables, grains). Ask students to pick their favorite food from one of those categories and get small like a seed. With teacher prompts, the seeds grow until the plant is full.

#### Progression

- Students identify multiple food groups: fruits (twist), vegetables (power punches) and dairy (tip toes).

## SEE SPOT

### SEE SPOT COUNT

Teacher shows a number to the students. Students call out the number and a movement, "six toe touches", and then perform that many movements on the spot.

#### Variations

- Begin with the number one and follow the number sequence: one foot balance; two toe touches; three wiggles...
- Hold challenging poses for that number of seconds, with students counting out loud.

#### Progressions

- Build counts into a sequence: three twists and four side bends.
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- Use addition, subtraction, and multiplication flash cards for the numbers.

## PURPLE SPOTS

Teacher calls out a color. On teacher's "go", students leave spot, touch an item in the room of that color and return to spot.

#### Variations

- Ask one student to call out a color. On "go", students must go to a spot of that color. Multiple students can be on one spot.
- Share pictures of different foods. Students will make a shape with their bodies that matches the shape of the food: banana – curved shape; carrot – long & skinny; baby carrot – small and skinny; apple – round, slice of bread – flat.
- Teacher gives clues to the color: begins with the letter "G" or the color of grapes.

#### Progressions

- Build color spots into a sequence of color items and or add in a shape: a red item and a square item.
- Use reading flash cards with colors and shapes on the cards.
- After touching an item, students may return to a different spot.

### SEE SPOT SIT

Teacher calls out verb words, and students perform that action. Incorporate other types of language arts words (adverbs or sight words) into the directions for spot movements.

#### Variations

- Call on one student to read a sight word card. That student gives instructions for movement on the spot using the sight word.
- As students learn prepositions, incorporate the prepositions into their spot movement: in, out, off, under, and the like.

#### Progression

- Read sentences or short stories. Students listen for pieces of designated speech, such as verbs or adverbs. When they hear that form of speech, they complete a corresponding movement.

### SEE SPOT EAT MYPLATE

Teacher uses spot movements to help students sort and categorize food groups. Teacher selects a food group for the day, like fruits. Teacher draws food cards from the deck and shares them with students. If the food is in the designated food group, students jump upward.

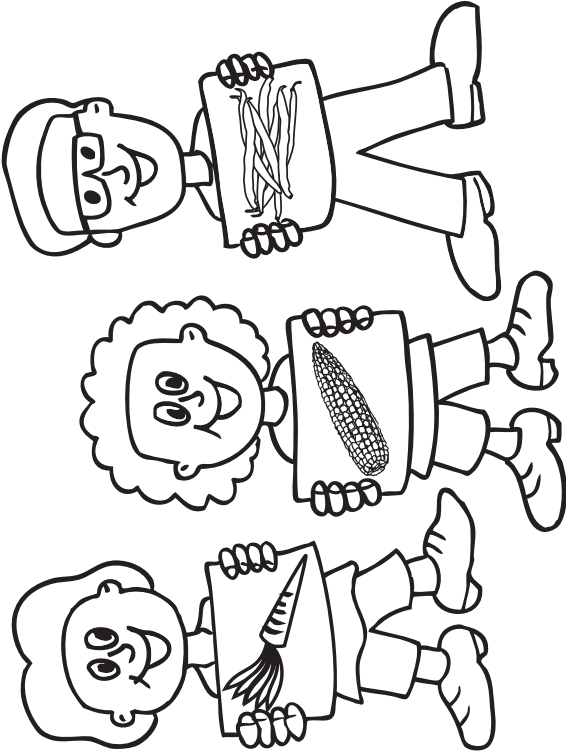
#### Variations

- Students jump upward when they have eaten that food in the past week. One of the students is then asked to place the food in the correct category.
- Many foods originate from seeds (fruits, vegetables, grains). Ask students to pick their favorite food from one of those categories and get small like a seed. With teacher prompts, the seeds grow until the plant is full.

#### Progression

- Students identify multiple food groups: fruits (twist), vegetables (power punches) and dairy (tip toes).

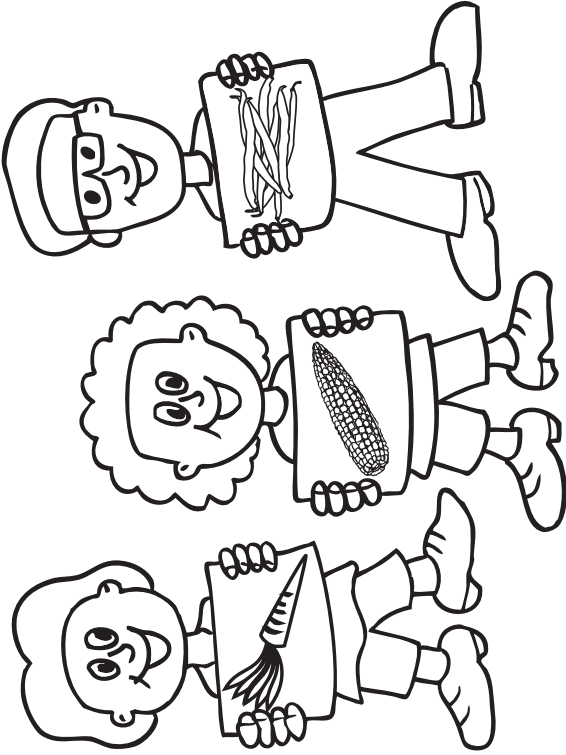
# ORDER UP



**INTRODUCTION** Students move around the classroom freely or in a classroom track pattern. Teacher blows a whistle, or gives another signal, a purposeful number of times. Students form a group of that size. Teacher blows the whistle again and students move freely again. Repeat.

VARIATIONS	PROGRESSIONS
Pre-assign students to groups. On signal, students find their partner or group.	Increase the size of the pairings.
Change the manner in which students pair up: elbow-to-elbow, eyeball-to-eyeball or back-to-back.	Restrict pairings – students must partner up with a new student each time.
Give students a time challenge to Order Up.	Use different locomotor skills to move around the room: skip, gallop, hop, slide, or crabwalk.

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# Order Up

## ORDER UP NUMBERS

Students form groups that correspond in size to a number called out by the teacher.

### Variations

- Students form pairs and complete math problems written on the board.
- Begin with groups of one and progress to the highest number of students. Then count backwards - form groups of five; groups of four; groups of three.

### Progressions

- Use addition, subtraction and multiplication flash cards for the numbers.
- Students have cards or slips of paper with one number (0-10) written on it. After the Order Up, students share their number within the Order Up group and then work together to add up the numbers. Teacher checks math of one or two groups. Students exchange number cards. Teacher gives signal to move. Repeat.

- Write a number on the board, '4'. Give students a prompt, either verbally or on a flashcard, of a math symbol: equal to, less than, or greater than. If the > symbol is shown, students form groups of less than four students.

## ORDER UP COLORS

On signal, students pair up with a student of a similar shirt color. Teacher then calls on a pair to share the color of their shirts.

Students can also Order Up by eye color, hair color, sock color, or other visible trait.

### Variations

- Students Order Up by favorite colors.
- Students Order Up and form shapes.

### Progressions

- After pairs Order Up by a color, on the next signal, that pairing Order Up's with another pairing of the same color. This forms a group of four of the same color.

- Use reading flash cards with colors and shapes on the cards.

- Students Order Up in the sequence of a rainbow: red, orange, yellow, green, blue, indigo and violet.

## ORDER UP WORDS

Select and announce a theme for the Order Up activities of the day. For example, the theme is "adverbs," explain that adverbs are words that modify a verb. The teacher calls out (or writes) an adverb, and students are to Order Up in that manner: slowly, quietly, quickly, and the like.

### Variation

- Use directions as a prompt: in a corner, near a desk, in a line.

### Progressions

- After groups Order Up, teacher gives three clues for the "What am I?" game. When groups agree upon the answer, they strike a pose.

- As students learn prepositions, incorporate the prepositions into their Order Up: in, out, off, under and the like.

## ORDER UP MYPLATE

Students draw a food card from the food deck. The teacher calls out one food group, like fruits. On signal, the fruits form a group at the front of the room. All other food groups march in place. Fruits then share their cards with the class. Repeat with all food categories.

### Variations

- Students locate and pair up with a food from a similar food group.
- Students form groups by food color.

### Progression

- Students form groups where half the group (like half the plate) is fruit and vegetables.

# Order Up

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- Students form groups by food color.

### Progression

- Students form groups where half the group (like half the plate) is fruit and vegetables.



# FREEZE FRAME

## INTRODUCTION

Students move freely around the classroom or in a track pattern. Teacher gives various random instructions: march forward, slide sideways, touch your nose. When students hear the word "freeze" – they freeze. Teacher gives a signal to become unfrozen.



VARIATIONS	PROGRESSIONS
Introduce with a story about freezing. "It's so hot out today, but I found a spell that can make you cold, so cold you will freeze immediately during our game today. Who wants to play?"	Students walk along a path of poly spots. When signal is given, only students standing on a particular color freeze (freeze – red).
If classroom space is limited, have students march in place or move around a designated spot.	Teacher calls out a food category. When a food is announced that does not fit into that category, students freeze.
Change the 'freeze' command to a 'quiet clap' or 'touch your nose'.	Student choice – freeze or complete 10 jumping jacks.

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# FREEZE FRAME

## FROZEN FOOD

Students collect food cards to build a MyPlate. Food cards are placed, face down, around the classroom. Students walk around the room and collect one food card at a time. If a student picks up an extra, they become frozen. To become unfrozen, the student receives a healthier choice food card from a team member. If a team picks up a card that is not needed, they flip it over and leave it for a classmate.

### Variations

- For young students, use a hula hoop in the center of the room, and work together to collect all the food cards, and place cards in the one MyPlate (hula hoop). Teacher helps students place their card in the plate.
- Teams are assigned a color and they work together to collect as many food cards of that color as possible. If they pick up another team's color, they become frozen.

### Progressions

- Students work individually to build a MyPlate on their desk. Teacher checks completed student work.
- Teams select a color and work together to collect food cards of that particular color. The twist is that the teams do not know the colors the others are collecting! This progression works best with a time limit.

## SNACK ATTACK!

Students move freely around the classroom or in a track pattern. When teacher says "snack attack!" students move to the nearest poly spot and freeze. Teacher calls on a student to suggest a healthy snack. If it is a healthy snack, students resume movement. Repeat.

### Variations

- The first student to a poly spot suggests a healthy snack.
- Students return to a spot behind their desk chair.

### Progressions

- After students state a healthy snack, a second student tells which food category the snacks belongs to.
- Ask a second student to offer a variation on the suggested healthy snack. For example, variations on an apple include sliced, sliced with peanut butter, applesauce, in a fruit salad, and with some cheese.

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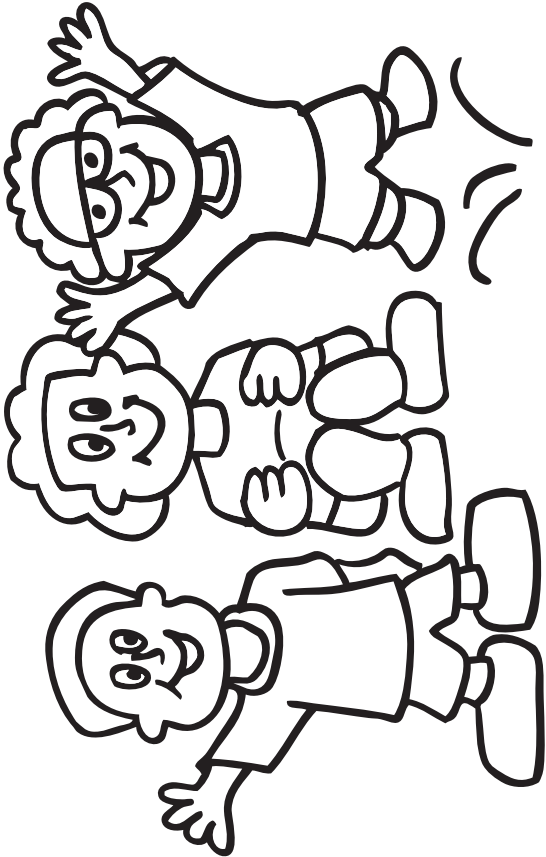
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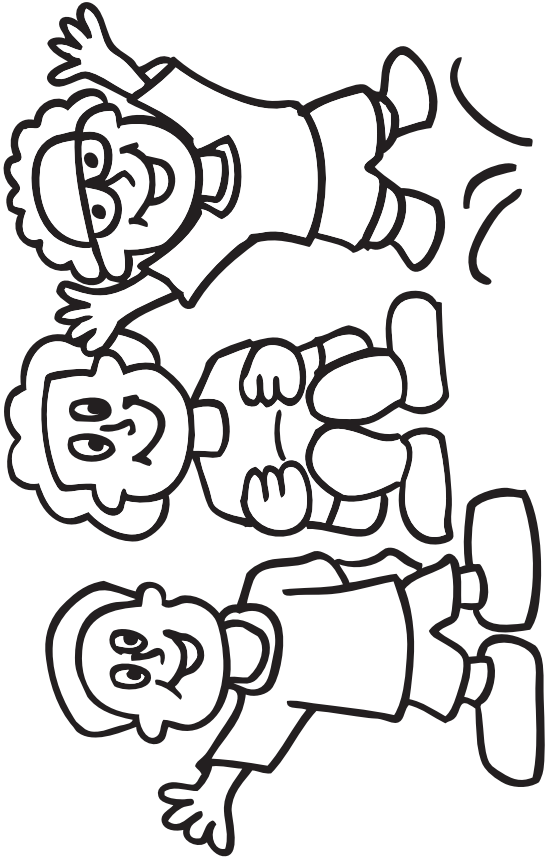
# WHEN I GO ON VACATION...



**INTRODUCTION** Students stand in a circle, follow a prompt and work together to build a list of items. "When I go on vacation, I will ...." Student one states a response; student two states the first item and then adds a second item to the list. The list continues.

VARIATIONS	PROGRESSIONS
Build a list of three items and then restart.	Build a movement sequence without speaking.
The entire class completes the movements together.	Incorporate a yarn ball into the sequence. Students incorporate the yarn ball into a movement.
When it is a student's turn - he or she takes two steps into the circle.	

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# WHEN I GO ON VACATION...

## Progressions

- After reading a story, students can add twists to their versions of the story. "When Little Red Riding went for a walk, she should have ..."

## WHAT'S IN A NAME?

Students complete a movement that starts with the same first letter of their name. The class guesses the movement, and then the student introduces him/herself. The class then repeats the student name and the movement: "march with Mary". Build a row of names/movements and then all students do the activities and names of that row: "march with Mary, kick with Kevin, twist with Tracy, and swing with Sue".

## Variations

- Students may share any activity: "I'm Mary, and I like to jump".
- In later versions, add in pet's names.

## Progressions

- Complete the entire class of names/movements in one sequence.

## WHEN I EAT A SNACK...

Students stand in a circle and build a list of snacks that correspond to the MyPlate food categories. After five snacks are selected, walk in a circle for one minute, restart the list.

## Variations

- Students select foods from the food card deck. If the food is an extra, the circle of students takes five steps backwards.
- Change the prompt: lunch, dinner, my favorite fruits, build a smoothie or others.

## Progression

- Build a MyPlate of the five food categories, then restart.

## WHEN I GO TO RECESS...

Students stand in a circle and build a list of movements they can do at recess. As they say the movement, they also do the movement.

## Variations

- Theme the movements – activities good for the heart; activities that involve a ball; yoga poses.
- Students are organized into small teams (like table mates) and build a sequence.

## Progressions

- Add in the sequence of numbers. Student one does 'one' movement; student two does 'two' of their movement, as so forth: "When I go to recess, I'll do one jumping jack, two twists, three passes..."
- Start with a set number and count backwards. "When I go to recess, I'll do five jumping jacks, four twists, three passes..."
- Students stand behind their desk. One at a time, students do a movement, then move to the recess line. The next student does the first movement, adds a movement to the sequence and then joins the line. Repeat until all students are in line.

## IN THE BEGINNING...

After reading a story, students are asked to recall an action of that story. All students complete that action. The teacher should prompt students with the storyline of the book "When Little Red Riding Hood went for a walk..."

## Variation

- Teacher includes more specific prompts about the story: "In the beginning..." "In the middle" and "Toward the end..."

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# MAKE IT COUNT!



## INTRODUCTION

Everything is more fun when you're counting! Students count the number of times they perform a movement. Reverse it – after solving a numerical problem, count it out with movement.

Fun things to count:

March with high knees (but quiet feet) – count the knee touches.

1 foot hops - in place, side to side, forward and back.

Sit & stand – squat like you are sitting in your chair and count the seconds.

Fast claps – quietly clap your hands as fast as possible.

Can you count that fast?

Plank – hold the push-up position and count.

## VARIATIONS

Teacher calls on a student to pick a number and then draw a fitness card. Class counts out the movement.

Complete one activity for a 10 count; switch to a second activity for an additional 10 count.

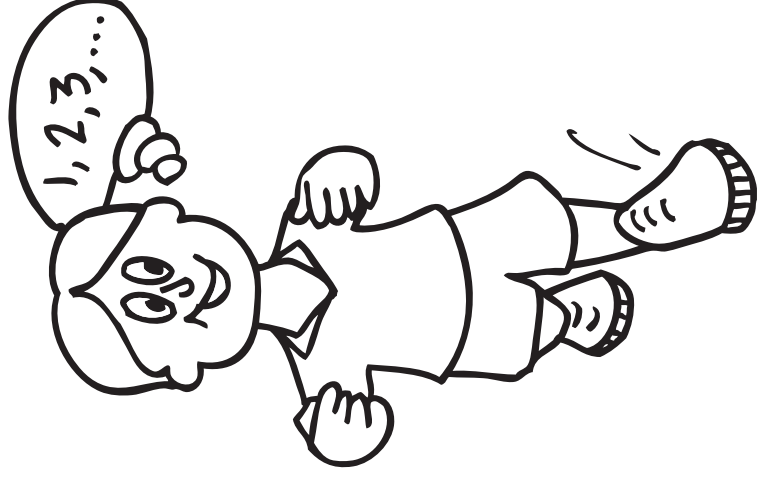
Students only say the even numbers or odd numbers. Student skip count by '10's'.

## PROGRESSIONS

Students move to numbered stations and draw a fitness card. They perform the action the number of times that corresponds to the station number.

Include objects, such as bean bag tosses, or travel movements like skipping.

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# MAKE IT COUNT!

## MATH IN MOTION

Give math worksheets a facelift by including movements into math problems. Addition, subtraction, multiplication, and division sheets become more interesting when you count out the answer. Ask students to balance for  $3 + 5$  seconds; hop on one foot for  $10 - 7$  times.

### Variations

- When reviewing worksheet answers, ask a student to provide the answer and then lead the group in counting it out with movement.
- After completing a math worksheet, students write a movement beside his or her answer. To check math, or reinforce concepts, they count out the answer on their own. Teacher can write one to four movement options on the board.

### Progression

- Create math stations where students travel to various stations and complete math problems.

## MY FOOD COUNTS!

Record the total number of vegetables eaten by students at lunch. Make vegetables count by completing the corresponding number of jumping jacks. See MyPlate tracker in appendix for tracking sheet.

### Variations

- Teacher flips through food cards. Students jump for joy for fruits and vegetables; fast clap for dairy; flex muscles for protein; and sway like wheat for grains.
- Students can add in an extreme or silly movement for extras: take a lap around the room; complete a jump star (which also looks like an X, or perform a sidekick).

### Progressions

- Record multiple food category items on the board: fruits, vegetables, and dairy. Each category is associated with a separate movement.
- Record student dinner or lunch beverages (water, milk, flavored milk, soda or juice) on the board. Class then takes laps for each category of beverages. Water and milk represent one lap; flavored milk represents two laps, soda and all other sugary beverages represent three laps. To keep it interesting, change the mode of traveling: big steps, tiny steps, slide, skip, crab crawl or hop.
- Teacher may want to keep food intake logs and compare values later in the year.

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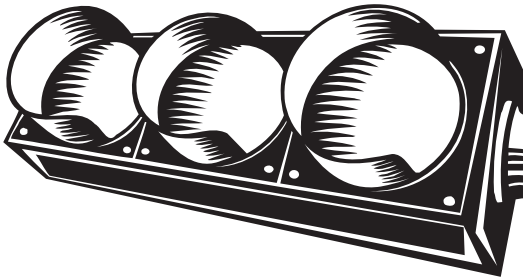
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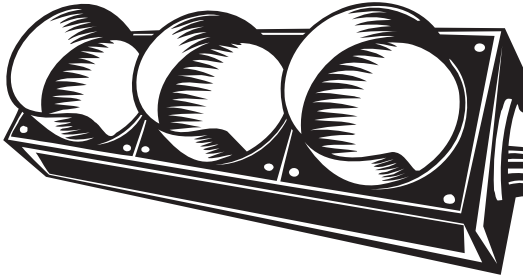
# RED LIGHT - GREEN LIGHT



**INTRODUCTION** Students stand on a starting line. When the teacher calls out “green light”, students step forward. When teacher calls out “red light” students stop moving. If a student moves on red lights, he/she returns to the starting line. Activity can begin with teacher calling random colors.

VARIATIONS	PROGRESSIONS
Stand in a line and walk collectively through the room, like a snake. When the line reaches a designated point (red light), the first person in line moves to the back of the line. Continue until all students have been the line leader.	Students may take up to three steps for green lights.
Perform the activity in a circle. Begin with an arms length between each student. Take one step in for green light items, and two steps back for ‘red light’ items.	Place poly spots in a circle or track pattern. Teacher calls out numbers that represent the number of steps a pair of students take. If a pair ends on a red spot, they move inside the circle and perform jumping jacks.

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# RED LIGHT - GREEN LIGHT

## RED LIGHT - GREEN LIGHT WORDS

Students listen and step forward when they hear rhyming words. Teacher states the starting word, like "cat". If the next word rhymes with "cat", students take two steps forward. If the word does not rhyme with "cat", students remain in place. If a student moves on red lights, a non-rhyming word, he/she returns to the starting line.

### Variation

- Green light words begin with a particular letter.

### Progressions

- Call on students to state the rhyming/non-rhyming words.
- Place students in small teams. The team moves forward when they state a rhyming word.

## SHAPES/COLORS

Students begin in a circle. A color is designated as the "go" color. Teacher holds up a picture card. If the picture card has the color on it, students take a step inward. The goal is to get the circle as small as possible.

### Variations

- Reverse the direction. Students step out for the "go" color. The goal is to get the circle as large as possible.
- Include a second "go" color.

## GREEN LIGHT SNACK ATTACK!

Students stand on a starting line. Teacher calls a snack item. Students take a step forward for items that belong in any of the MyPlate food categories: fruit, vegetables, protein, grains, and dairy. If an extra is called, students take three steps in a backward direction. Repeat. The first student to reach the front of the room, conquers "snack attack!"

### Variations

- Teacher draws cards from the food deck and calls out those items.
- Organize students into five groups. Each group represents one of the MyPlate food categories. Teams move forward when a food item from their category is called. Teacher can include combination foods (toast with peanut butter) and multiple teams step forward. All teams take three steps backwards when an extra is called.

### Progressions

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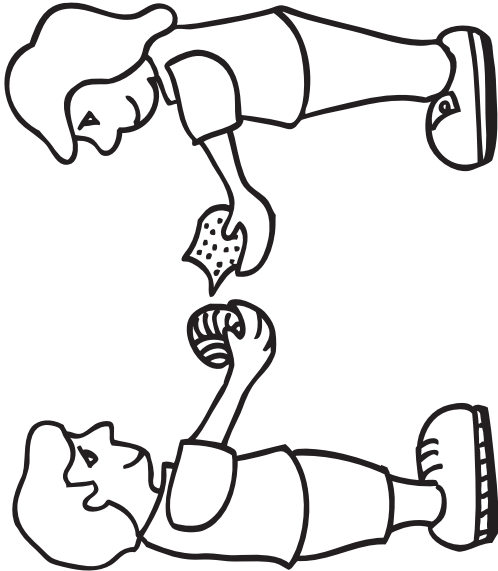
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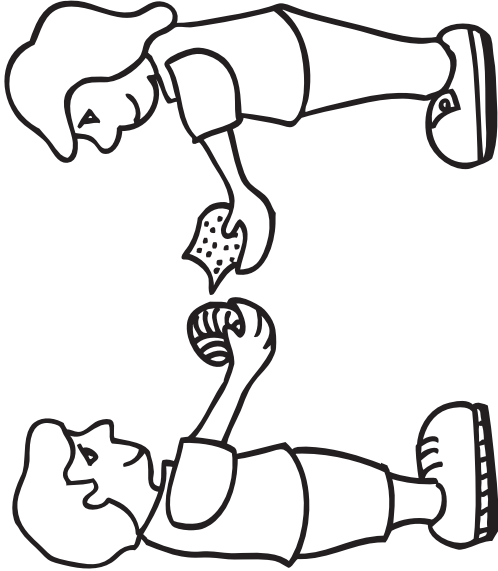
# GIVE ONE-GET ONE (GO-GO).....



**INTRODUCTION** Students move freely around the classroom. Teacher blows a whistle, or gives another signal, and students exchange their bean bag (or yarn ball) with the student nearest to them. Repeat.

VARIATIONS	PROGRESSIONS
Exchange bean bags with a student 'opposite' of them. Use other directions of 'to the right'; 'to the left'; 'behind'.	Incorporate a signal (two quick whistles) to switch directions.
Mark a bean bag or index card as the line leader. The student who ends the round with the marked object is the leader for tomorrow.	Use colored objects. At the end of the round, teacher randomly draws a color. Students with that color of object are the winners.
Students begin with two objects or cards. They trade cards in order to build a pair of similar items (two yellow bean bags; two cards with the number 4; two fruit cards).	

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# GIVE ONE-GET ONE (GO-GO)

## GO-GO NUMBERS

Students exchange numbered cards. They perform a designated movement that many times before they begin moving again. Cards from a deck of playing cards can be used, or the numbered cards in appendix can be copied.

### Variations

- Class reviews balance poses. After students exchange numbered cards, each student strikes a yoga or balance pose and holds for that many seconds.
- Class reviews muscular strength and endurance activities. After students exchange numbered cards, each student performs a strength activity (push-ups, plank, sit-ups) for that many seconds or times.

## GO - GO VEGGIES

On signal, students trade food cards. After three rounds of trading cards, and on command of "vegetables to the front", students with a vegetable card move to the front of the room. Ask students to share their card with the class. Students return to trading cards on signal. Teacher gives a different command. Repeat.

### Variations

- After three rounds of trading cards, on command of "match", students find a student with a food category match to their current card.
- After three rounds of trading cards, on command of "color", students find a student with a food item of a similar color. Vary commands to other descriptors like "texture" and "shape".

### Progression

- Build a life-size MyPlate. First, have students match with another like food item. Instruct pairs to stay together, and resume moving freely around the room. Give signal of match again until all fruit, vegetable, protein, dairy, and grain are grouped. Ask students how they would organize to form a MyPlate, then give prompt of "MyPlate". Ideally, the food cards with extras (like cookies and chips) are not used in this game.

## GO-GO FITNESS

Students exchange movement cards.

After exchanging the card, each student performs the new movement. On command, students move freely around the room.

### Variation

- Students can keep the movement card. Instead of moving freely on command, that student may keep the movement card by continuing to do the movement.

### Progression

- Students trade movements, but without cards. Before the first round, students think about a movement. When it comes time to exchange, students show their movement to the other student. The other student adopts that movement.

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- Class reviews balance poses. After students exchange numbered cards, each student strikes a yoga or balance pose and holds for that many seconds.
- Class reviews muscular strength and endurance activities. After students exchange numbered cards, each student performs a strength activity (push-ups, plank, sit-ups) for that many seconds or times.

## GO-GO LETTERS

Use bean bags or index cards marked with letters. At the end of a round, students order up in a line, following the sequence of the alphabet.

### Variations

- After students make a trade, teacher asks questions about the letters; "If you have a vowel, hold it above your head". "Give me an 's'?"
- Ask students to form phonic blends in the front of the room. Teacher calls the "b and l" and "f and r" to the front of the room. All students repeat "bl" and "fr". Repeat with other blends.
- Ask students to form digraphs (ch, ck, ff, and more) and trigraphs (chr, dge, tch) in the front of the room.
- Call on a student to share his/her letter. Ask the group to state words that could begin with that letter.

### Progressions

- Students return to their desk and write words that begin with their letter.
- Students pair up with another student during the last round and work together to write words using both letters.

## GO - GO VEGGIES

On signal, students trade food cards. After three rounds of trading cards, and on command of "vegetables to the front", students with a vegetable card move to the front of the room. Ask students to share their card with the class. Students return to trading cards on signal. Teacher gives a different command. Repeat.

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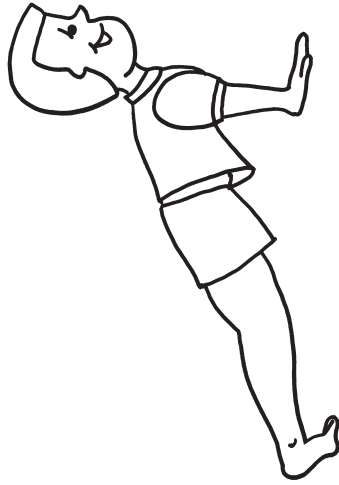
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# Yoga — Try 3



**INTRODUCTION** Successful yoga poses emphasize controlled body movement, balance, and deep breathing. All poses can be modified to make easier or more difficult. Easier poses have a wide base of support and more points of contact.

Using the teaching cues provided on the yoga cards, introduce students to 2 or 3 poses at a time. Use general cues: tight tummy, relaxed breathing, and focus on an object if needed. Students hold a pose for 5 to 60 seconds.

**Beginning Poses:** mountain; tree; down dog; cat stretch; triangle; standing forward bend; proud warrior.

**Advanced Poses:** eagle; up dog; reverse triangle; plank; lunge.

Sample sequences:

**Mountain — tree — proud warrior.**

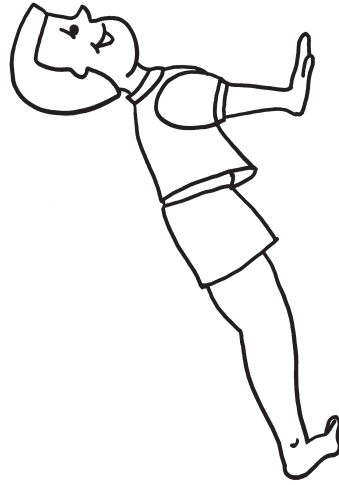
**Mountain — standing forward bend — lunge — repeat.**

**Plank — down dog — jump up.**

**Proud warrior — triangle — mountain.**

VARIATIONS	PROGRESSIONS
Begin each day with a Try 3 series.	Build fluid sequences up to eight poses.
Allow students to create their own poses and corresponding names.	Remove a point of contact on poses: plank — lift one foot off ground; mountain — lift one foot (tree).
Use poses while standing in line.	Sun Salutation.

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# Yoga — Try 3

## YOGA SHAPES

Show students a shape: circle, oval, square, rectangle, triangle, diamond, heart, line, and others. Students strike a pose that incorporates the shape. Encourage students to be creative; a triangle can be formed with the hands as a base.

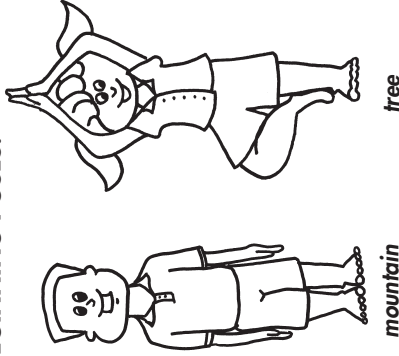
### Variations

- Include descriptors into the shapes: small, big, wide, narrow.
- Ask students to work with a partner.

### Progression

- Challenge students to incorporate two shapes into one pose.

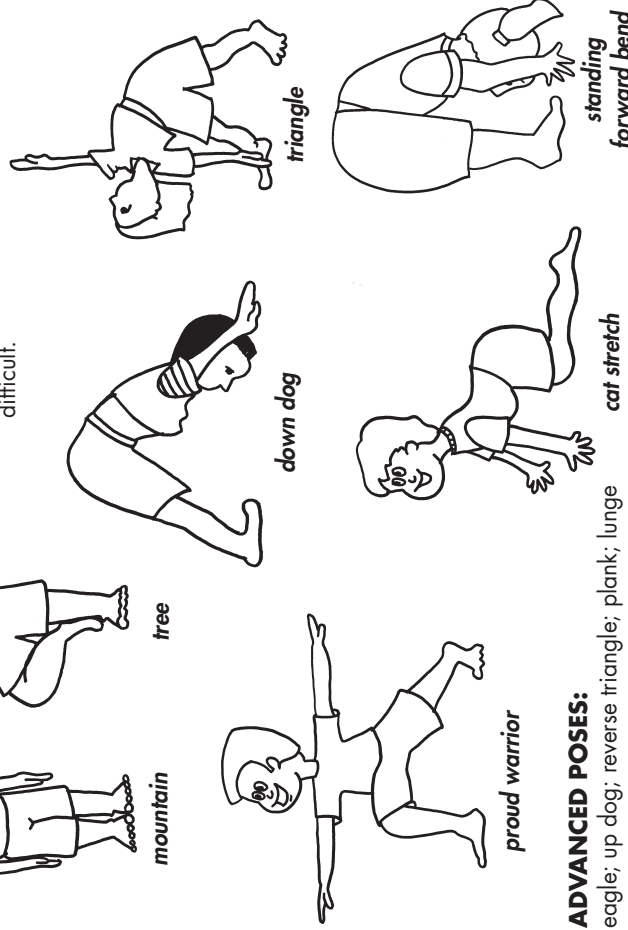
## BEGINNING POSES:



Extend these same principles to specific types of dietary balance: food group balance, color balance, and snack balance. MyPlate is the center of gravity; we want distribution among the food groups. We can eat 'extras', but need a strong dietary base.

### Variation

- Give students three yoga poses. Ask them to sort poses from easy to most difficult. Ask students why some poses are easy/difficult.



## ADVANCED POSES:

eagle; up dog; reverse triangle; plank; lunge

standing  
forward bend

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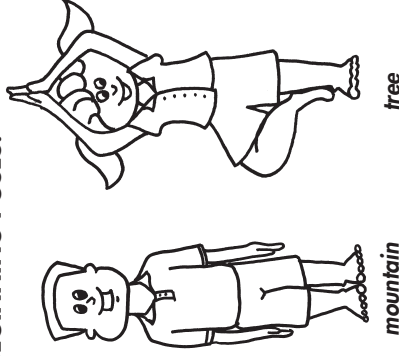
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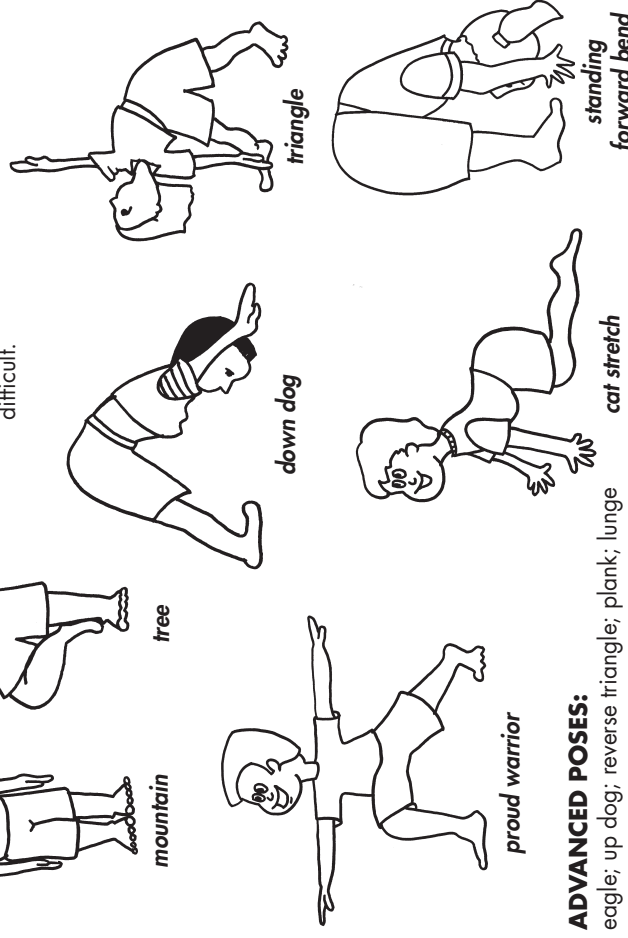
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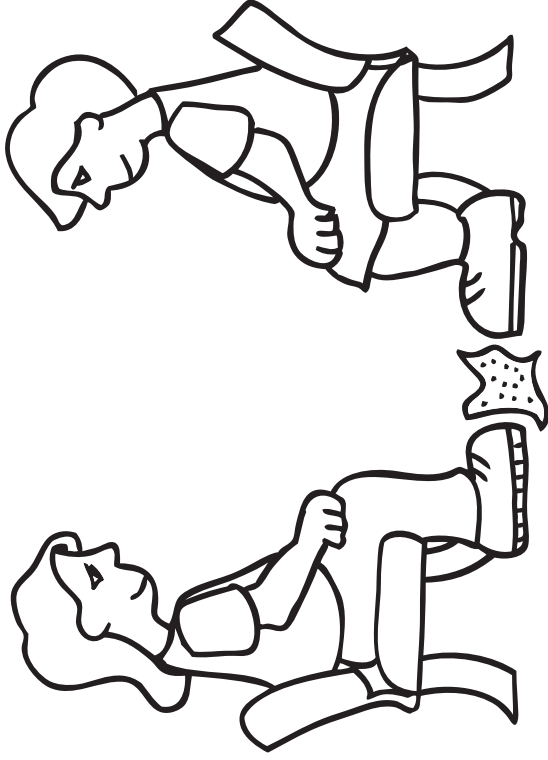


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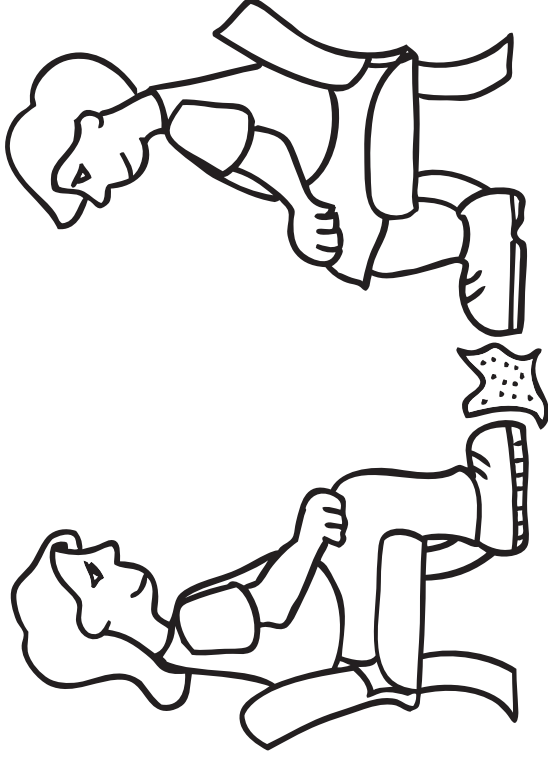
# QUICK HANDS



**INTRODUCTION** Partners sit cross-legged facing each other with a bean bag in the center between the partners. Teacher calls "ready"; students place hands in the ready position. Ready position is typically hands on thighs, but could also be hands on the hips, head or back. Teacher calls out either: "right," "left" or "both"; students react quickly by reaching for the bags using the hand(s) called by the teacher.

VARIATIONS	PROGRESSIONS
A group of three students sit in a triangle.	Twist – students begin with backs facing one another. On prompt, they twist to retrieve the bean bag.
Play seated at desks or a table.	Points – students grab the bean bag with fingers.
Students play on their own in groups of three: a caller and two players.	Duck, Duck, Goose - include prompts that require no action. Pairs act only on the designated prompts.

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# QUICK HANDS

## QUICK COUNTS

After one player retrieves the bean bag, the pair toss the bag back and forth 5 times, then return the bag to its original position.

### Variation

- The holder of the bean bag completes a movement of choice for 5 times. The pairs may work together and share the movement.

### Progression

- Teams build a sequence of movements and numbers. After tossing the bean bag back and forth 5 times, then they slide it back and forth 5 times.

## QUICK COLORS

Use bean bags, yarn balls, or other soft objects of two different colors. Teacher calls one color and students retrieve the object of that color.

### Variation

- Some pairs may not have an object of the called color. They remain seated in the ready position.

### Progression

- Winners move to another pair.

## QUICK WORDS

A letter is written on the board. After a round of Quick Hands, the teacher calls on one pair. The holder of the bean bag states one word that begins with that letter. If correct, the team earns a point.

### Variations

- A word is written on the board and pairs state a word that rhymes with written word. The rhyming word can be changed throughout the game.
- Pairs progress through the alphabet. To limit the length of the game, after a set number of rounds, the teacher asks students how far they got in the alphabet.

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## Progressions

- Students spell out a particular word. When they win a round of Quick Hands, they earn a letter. After the word is spelled by one student, the pair take a fast lap.

- Students spell multiple words and take a lap together after each completed word.

## FAST FOODS

Each time a student wins a round, he/she places a token or shades in an area of MyPlate.

### Variations

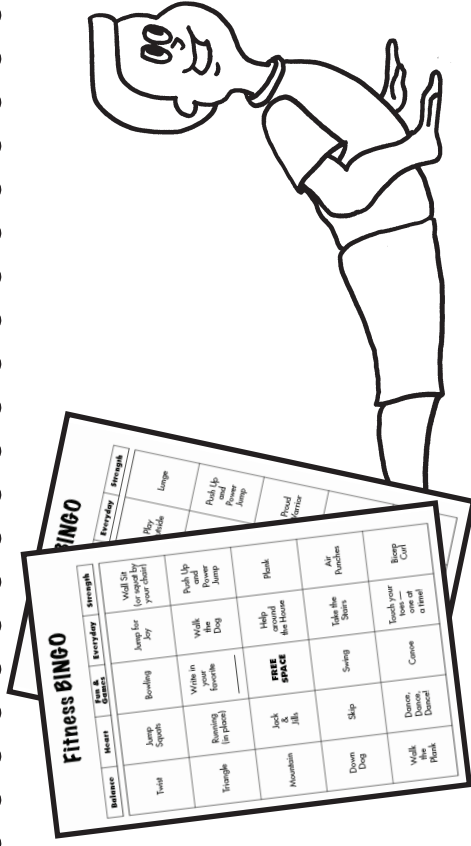
- Each time a student wins a game, he/she states a food of the particular food category.
- Teams build a fast snack plate. The first team to retrieve the bean bag states a fast healthy snack. When a team has three snacks, they take a fast lap.

## Progressions

- Before marking a category of MyPlate, students state a specific food from that identified food category. A player "wins" when they fill their plate.
- A round of Quick Hands is named for a food category of MyPlate. Teacher slowly draws and reads cards from the food deck. If the food called fits into the designated category, students act quickly and retrieve the bean bag.



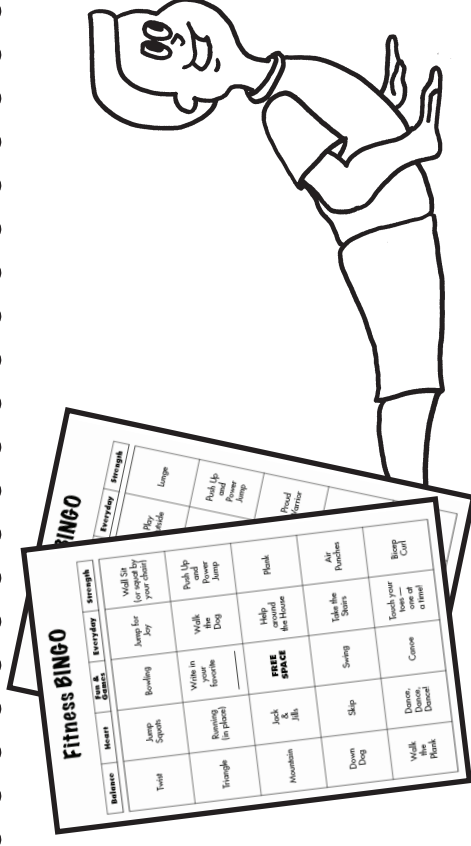
# LET'S MOVE BINGO



**INTRODUCTION** Use fitness BINGO cards to play a game of traditional BINGO. Teacher calls out movements, and students fill in corresponding boxes. Before covering the spot, the class completes the movement. When a student has filled in 5 boxes in a row (down, across or diagonal), they stand with hands high above the head and wiggle fingers.

VARIATIONS	PROGRESSIONS
Play as a class. Teacher posts one BINGO card, and the class plays along.	Play as a class. Students guess the number of words that will need to be called in order to have a BINGO.
Play as a class. Teacher posts one BINGO card, but teams of students are assigned a column.	Progressive – each student has a posted BINGO card, and during the week, they have the opportunity to earn fitness cards. At the end of the week, students with a BINGO lead the class in their BINGO movements.
Teacher does not say the movement word, but acts it out.	Teacher randomly calls on students. Students call a movement off their BINGO card. Any student with that movement can cover the spot.

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## LET'S MOVE BINGO

### MYPLATE BINGO

Students draw a MyPlate graphic and list three foods in each category. The teacher then draws cards from the food deck.

When a student has one food item from each food category, they have MyPlate BINGO.

#### ***Variations***

- Each student selects a food category. The teacher then draws cards from the food deck. When three items from a particular food category have been called, students who selected that food category have MyPlate BINGO.
- If an extra food item is called, like cookies or sugar-sweetened beverages, the group completes 10 jumping jacks.

#### ***Progressions***

- Quick Hands BINGO – the student (in each pair) that wins the round of Quick Hands gets the card that the teacher calls. The goal is to build a MyPlate, with one food item from each food category.
- Students build a plate to meet particular food group challenges: 3 milks/dairies or 5 fruits and vegetables.

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**3-5**

# Physical Activity Breaks

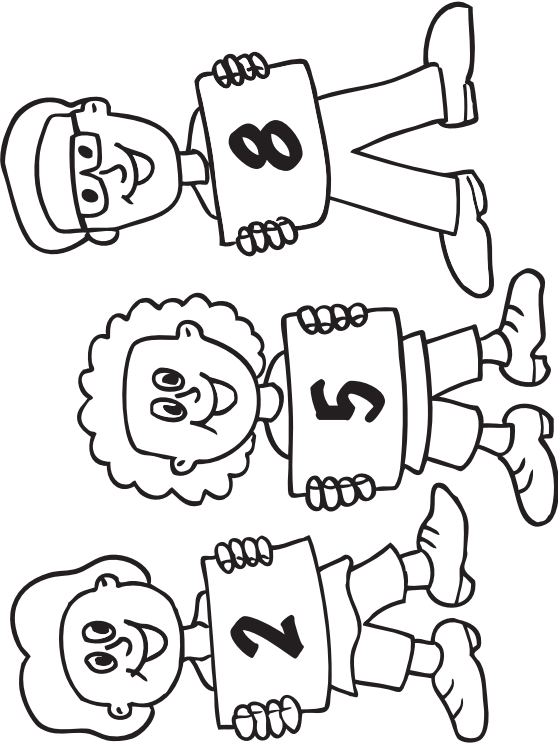
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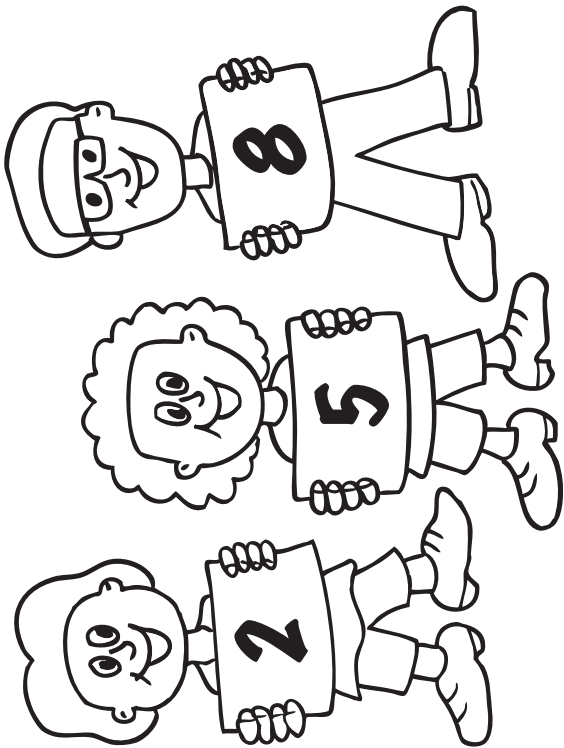
# ORDER UP



**INTRODUCTION** Students move around the classroom freely or in a classroom track pattern. Teacher blows a whistle, or gives another signal, a purposeful number of times. Students form a group of that size. Teacher blows the whistle again and students move freely again. Repeat.

VARIATIONS	PROGRESSIONS
Pre-assign students to groups. On signal, students find their partner or group.	Increase the size of the pairings.
Change the manner in which students pair up: elbow-to-elbow, eyeball-to-eyeball or back-to-back.	Restrict pairings – students must partner up with a new student each time.
Give students a time challenge to Order Up.	Use different locomotor skills to move around the room: skip, gallop, hop, slide, or crabwalk.

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# Order Up

## MYPLATE ORDER UP

Students draw a food card from the food deck. The teacher calls out one food group, like fruits. On signal, the fruits form a group at the front of the room. All other food groups march in place. Fruits then share their cards with the class.

Repeat with all food categories. There will be cards that do not fit into the fruit, vegetable, grain, protein, or dairy group. They are called extras, and they will Order Up as a group.

### Variations

- Students locate and pair up with a food from a similar food group.
- Students form groups by food color.
- Students Order Up into MyPlate groups: one fruit, one vegetable, one protein, one grain, and one dairy.

### Progressions

- Allow students to switch cards. After a round of extras to the front, the extras can switch cards with another student.

- Students form groups where half the group (like half the plate) is fruit and vegetables.

- Teacher calls combination foods to the front, like taco, spaghetti with meat sauce, and fruit salad.

## SNACK PLATE ORDER UP

Students draw a food card from the food deck. The teacher calls out one food group, "snack attack – fruits". On signal, the fruits form a group at the front of the room. Repeat with other food groups.

### Variations

- Students form groups by snack properties: sweet, sour, crunchy, and salty. Teacher might cue students with phrase "snack attack – sweet!"
- Students pair up with another student and create a combination snack, like apples and peanuts.

## Progressions

- Students Order Up into MySnack group: one fruit, one vegetable, one protein, one grain, and one dairy.
- Students stand behind the food item that is a) favorite, b) never tried c) good choice of sweetness, crunchiness, or other quality.
- Students Order Up by food category. Once in food groups, they discuss the favorite snack in their group. For example, in the vegetable group, carrots might be the most popular. Groups share the most popular snack with other teams.

## ORDER UP BEVERAGES

Students begin with a beverage information card or an empty beverage container. The teacher calls out one type of beverage: milk, water, juices, other. On signal, those beverages form a group at the front of the room. Repeat with other beverage types.

### Variations

- Pre-assign teams. When the signal is given, teams return to their designated team space and Order Up to meet the teacher's challenge.
- Beverages with added sugar to the front of the room.
- Beverages with zero calories to the front of the room.
- Form groups with at least one beverage that is a good source of calcium (or other nutrient).
- Form groups with no more than one beverage with 50% of calories from fat.

### Progressions

- Students form groups of three. Within the group, students Order Up by highest to lowest amount of added sugar. Repeat, but in order of highest to lowest calories. Ask students if the order changed – why or why not?
- Order Up to form groups that have no more than 250 calories. Challenge students to see how large the groups can get without going over 250 calories.

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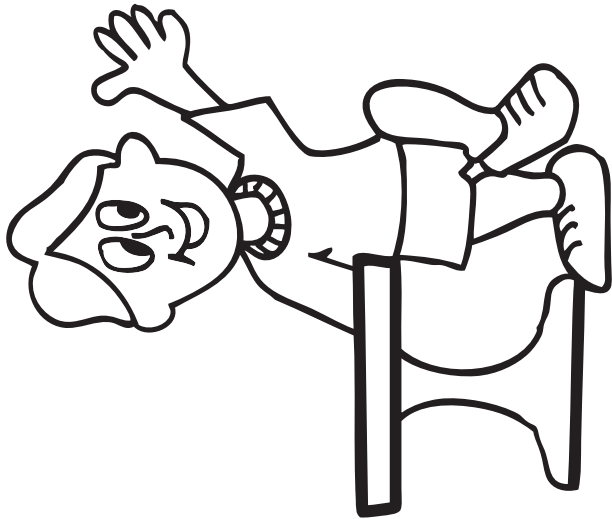
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### Progressions

- Students form groups of three. Within the group, students Order Up by highest to lowest amount of added sugar. Repeat, but in order of highest to lowest calories. Ask students if the order changed – why or why not?
- Order Up to form groups that have no more than 250 calories. Challenge students to see how large the groups can get without going over 250 calories.

Grades 3-5 Physical Activity Breaks

IF.....

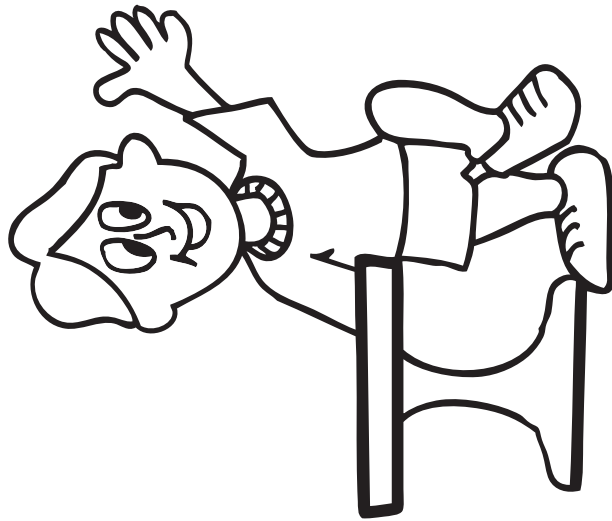


**INTRODUCTION** Students stand behind their desk and march or jog in place. If students hear the teacher say X, then they wave their arms. X is a specific type of item in a list of content. Students can listen for parts of speech, mathematical concepts like numbers that are a factor of another number, or natural resources.

VARIATIONS	PROGRESSIONS
Change the arm movements: bicep curls, punches, arm circles and the like.	Use two movements to distinguish between types of items, such as wave arms for a fact and arm circles for an opinion.
Use various flash cards. Flip and read the cards.	Use two movements to distinguish between true and false statements: wave arms for a true and punches for false.

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## If...

### IF THE FOOD ON MYPLATE

Students use movements to indicate healthy and unhealthy choices. Teacher shows pictures or calls out food names; if the choice is a healthy choice, students jump up and down. If the choice is not a healthy choice, students jump from side to side. After three or four pictures, stop and debrief choices with students. Repeat.

#### Variation

- Designate movements for all the MyPlate food categories: star jumps (dairy); hop on one foot (fruits and vegetables); twist (grains), and toe touches (proteins). Students sit on the ground for all extras.

### IF SNACKS

If I had a snack attack – what would I eat? Teacher calls out food items. If the snack item fits into a designated MyPlate food category, students wave their arms.

#### Variation

- Teacher changes the prompt to highlight snack properties: If I wanted a sweet snack... if I wanted to build healthy bones...

### IF ACTIVITY

Teacher gives different prompts about an activity: If I wanted to raise my heart rate; If I wanted to work on balance; If I wanted to strengthen my muscles; If I wanted to have fun with friends; If it were raining outside and the like. Students then complete a movement that meets the criteria in the prompt.

#### Progressions

- Reserve the if-then order: draw a movement from the movement deck of cards. Students do the movement. Call on one student to state a fact about the movement.
- Students walk around the classroom freely or in a track pattern. When teacher gives the prompt, they return to a designated spot to complete the movement.

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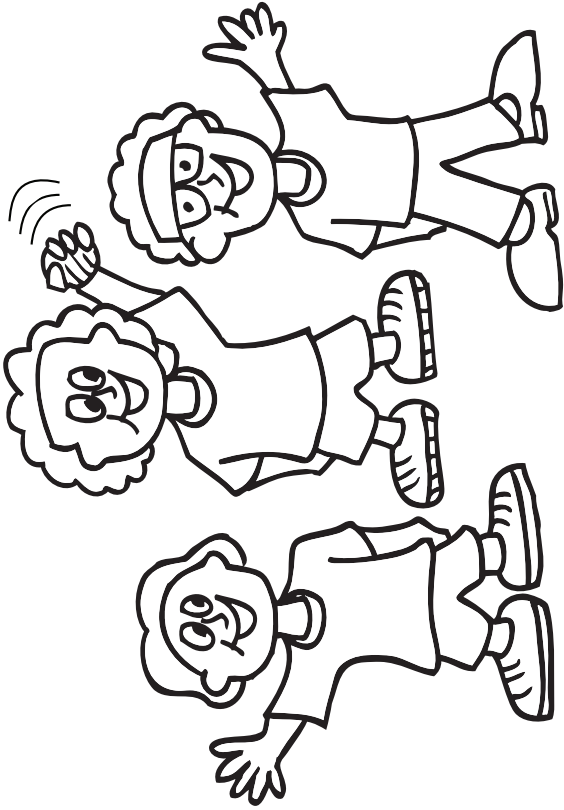
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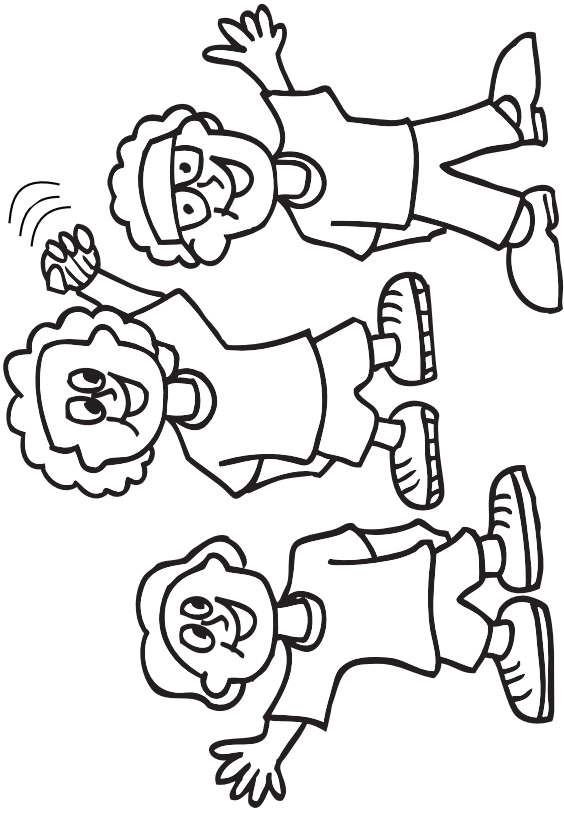
# CIRCLE UP



**INTRODUCTION** Students form a circle, and toss a bean bag or yarn ball. When a student receives the object, he/she calls out a response to various teacher prompts: colors, words that begin with select letter, states, nouns, superheroes, presidents and the like.

VARIATIONS	PROGRESSIONS
Students pass the bean bag or object to the person standing next to them.	Build to five responses and then the next person recalls the five previous responses.
Add movement: students march in place or slide in a circle pattern while tossing the ball.	Add in a second bean bag or object.
	Add movement: after tossing the bean bag, the thrower moves to the spot of the catcher.

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# CIRCLE UP

## CIRCLE UP FAVORITES

One student stands in the middle of the circle. He/she says her name and states a favorite fruit or vegetable: "I'm Sydney and I like carrots." Students who also like carrots as a favorite leave their spot and move to a new location in the circle. All students who like carrots, as well as the student in the middle, move to new locations. The student who cannot find a spot will be in the center of the circle and choose a new food.

### Variations

- The last student to find a spot in the circle moves to the middle of the circle.
- Limit favorites to one food category.

### Progressions

- Add a celebration to student choices. "I'm Sydney and I like carrots. Give me a thumbs up [or high five] if you too like carrots." Students move to a new spot after celebrating their choices.
- Students travel to a new spot in the circle via a specific movement: slide, hop, skip, crab crawl.

## CIRCLE UP SNACKS

Students toss around ideas for snacks. When a student receives the object, he/she calls out a snack from one of the MyPlate food categories.

### Variation

- Change the prompts to snacks that students like to eat.

### Progressions

- One student stands in the middle of the circle. He/she says her name and states a snack: "I'm Morgan and I like to snack on carrots." Students who also like carrots as a snack leave their spot and move to a new location in the circle. All students who like carrots, as well as the student in the middle, move to new locations. The student who cannot find a spot will be in the center of the circle and choose a new food.
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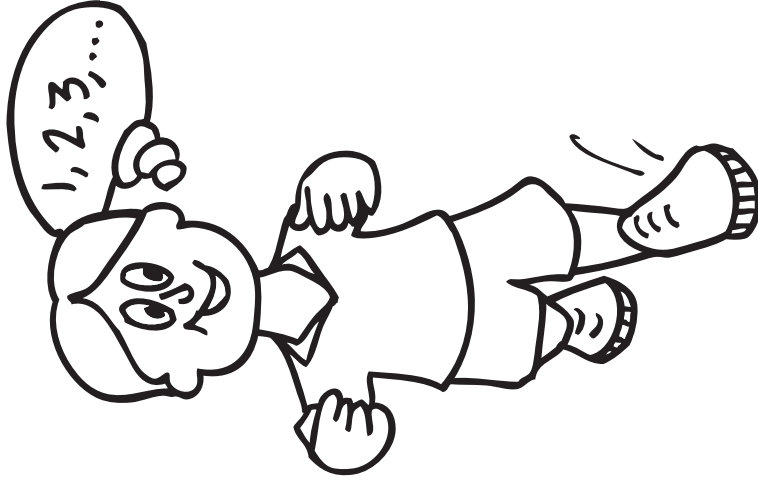
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# MAKE IT COUNT!

**INTRODUCTION**  
Everything is more fun when you're counting! Students count the number of times they perform a movement. Reverse it – after solving a numerical problem, count it out with movement.

Fun things to count:  
March with high knees (but quiet feet) – count the knee touches.  
1 foot hops - in place, side to side, forward and back.  
Sit & stand – squat like you are sitting in your chair and count the seconds.  
Fast claps – quietly clap your hands as fast as possible. Can you count that fast?  
Plank – hold the push-up position and count.

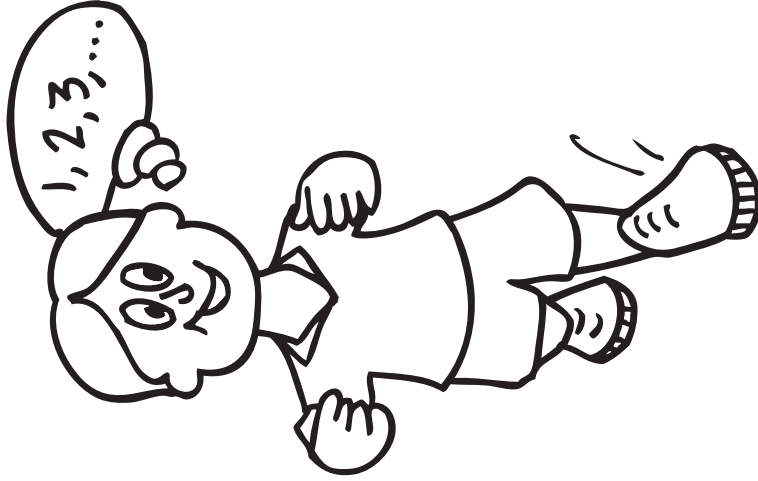


VARIATIONS	PROGRESSIONS
Teacher calls on a student to pick a number, and then draw a fitness card.	Students move to numbered stations and draw a fitness card. They perform the action the number of times that corresponds to the station number.
Complete one activity for a 10 count; switch to a second activity for an additional 10 count.	Include objects, such as bean bag tosses, or travel movements like skipping.
Students only say the even numbers or odd numbers. Student skip count by "10's".	

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# MAKE IT COUNT!

## COUNT MYPLATE

After students fill out the MyPlate tracker (as described in the unit assessment procedures or similar), on signal, they count the number of servings eaten in a specific food category.

### ***Variations***

- Students count out the total number of servings of all foods eaten in a day.
- Students take a victory lap if they ate a food from each MyPlate food category.

### ***Progressions***

- Teacher rolls dice. Students multiply their servings by the number on the dice. The multiplied number is counted out with movement.
- Alternate movements in one counting sequence:
  - one (jumping jack), two (toe touches), three (jumping jack), four (toe touches).

## COUNT MY SNACKS

After students fill out the MySnack tracker (as described in the unit assessment procedures or similar), on signal, they count the number of snacks eaten in a specific food category.

### ***Variation***

- Students count out the total number of servings of all snacks eaten in a day.

### ***Progressions***

- Students multiply their total number of snacks from the extra category by 10. The multiplied number is counted out with movement.
- Students multiply their total number of healthy snacks by 5, and multiply unhealthy snacks by 10. The multiplied number is counted out with movement.

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## COUNT MY BEVERAGES

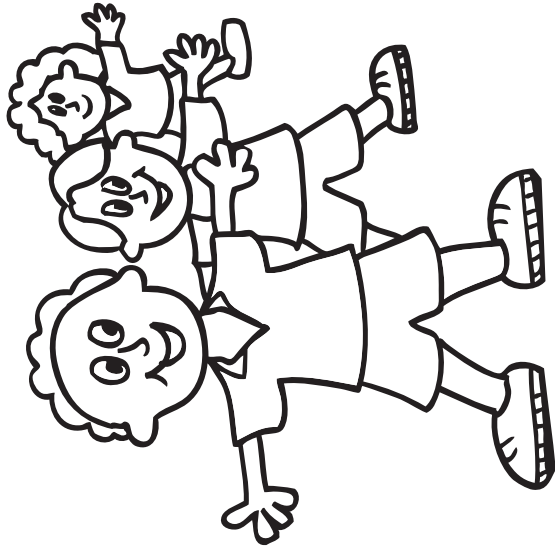
After students fill out the MyBeverages tracker (as described in the unit assessment procedures or similar), on signal, they count the number of beverages recorded.

### ***Progression***

- Students count out values on nutrition label and or ingredient list: calories, grams of sugar, number of added items.



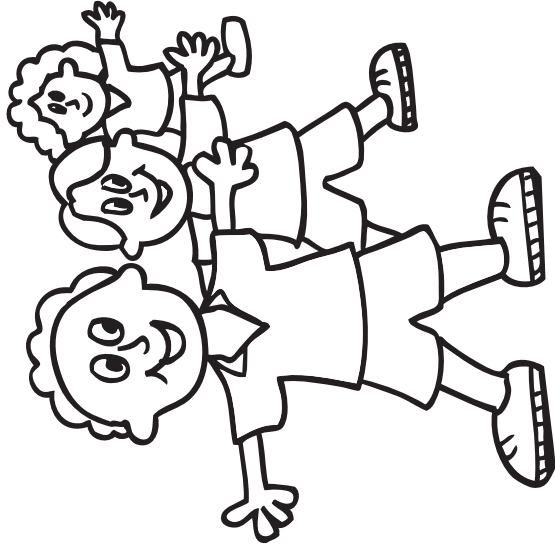
# RIGHT ON RELAY



**INTRODUCTION** Teams travel in a line toward a designated spot or marker. Upon return to the start, the first person in line person moves to the end of the line. The second person in line becomes the new line leader. Repeat the sequence until all team members lead the line.

VARIATIONS	PROGRESSIONS
Only one team member at a time travels. On signal, the second person in line travels. Repeat.	Each line leader travels via a different movement.
Small space variation: teams stand in a line; the leader leads the team in a movement for a count or set period of time. The second student then leads the line in a new movement for a count or set period of time. Repeat the sequence until all team members lead the line.	Teams draw numbers from the basket. When they return to the start line, the team performs that number of jumping jacks.
	Students draw a letter from the basket, and repeat process. After all members have drawn a letter, team spells out word(s).

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# RIGHT ON RELAY

## RIGHT ON RELAY MYPLATE

All food item cards are in the baskets.

Students build a balanced plate with one food item from each of the MyPlate food categories.

### Variations

- Teams collect food cards from one category: vegetable, fruit, grain, protein, and dairy.
- Teams build a plate with at least 2 fruits and 2 vegetables.
- Teams build a rainbow of fruits and vegetables. After a team collects five colors, they strike a balance pose.
- Teams build breakfast, lunch, and or dinner plates.

### Progressions

- Teams must use all their cards. They can include one snack or extra item. If a team collects more than one extra, they can return it to the basket, or complete 10 squats.
- One student from each team retrieves a card; if the student draws a grain, dairy, protein, fruit or vegetable, he/she completes one lap on a designated pattern and then returns to the group. Students complete three laps for an extra.

## RIGHT ON RELAY SNACKS

Students build a balanced snack plate.

### Variation

- Teams complete the relay and collect one food card per team member. Teams are then given one minute to organize snack cards into categories, and create a list of food items they would add to make it a balanced snack plate.

### Progression

- Organize students into five groups. Each group represents one of the MyPlate food categories. Teams move forward (one step) when a food item from their category is called. Teacher can include combination foods (toast with peanut butter) and multiple teams step forward. All teams take three steps backwards when an extra is called.

## RIGHT ON RELAY BEVERAGES

Students collect a set of balanced beverages: 10 cards, which must include 5 waters and 3 milks. The final 2 cards are a free choice. After retrieving a card, students complete one lap for water and milk, two laps for vegetable or fruit juice, yogurt, or milkshake, and 3 laps for pop or sugary beverages. The team who collects 10 cards first wins.

## PHYSICAL ACTIVITY PYRAMID RELAY

Place movement cards in the baskets. Using the categories of the physical activity pyramid, teams build a pyramid of activities.

### Variation

- Each team member has a card from a separate category. They demonstrate the activities.
- Use different locomotor skills to move around the room: skip, gallop, hop, slide or crabwalk.

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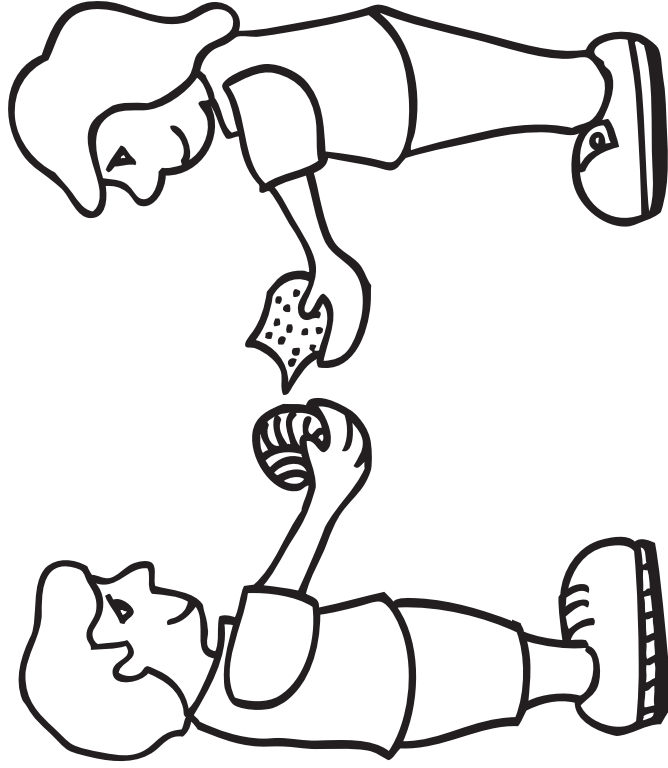
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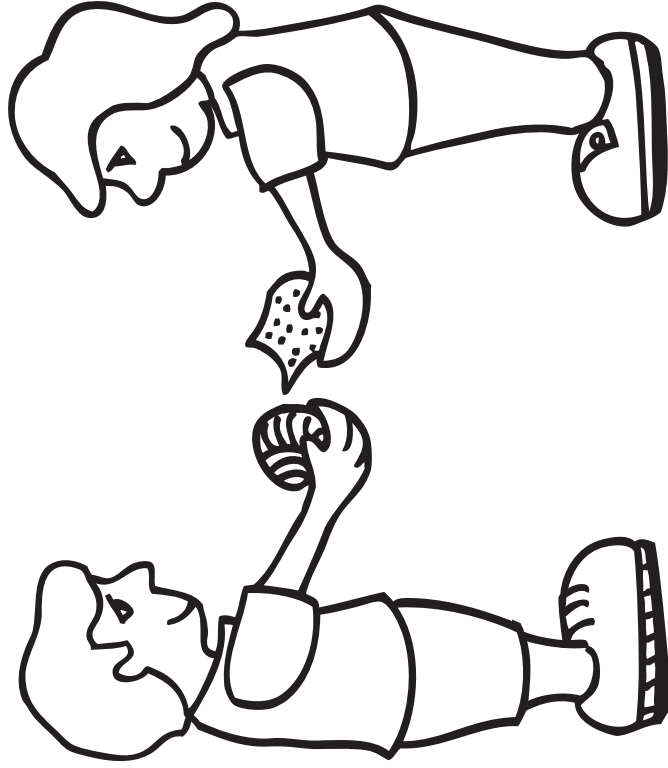
# GIVE ONE-GET ONE (GO-GO).....



**INTRODUCTION** Students move freely around the classroom. Teacher blows a whistle, or gives another signal, and students exchange their bean bag (or yarn ball) with the student nearest to them. Repeat.

PROGRESSIONS	
Exchange bean bags with a student 'opposite' of them. Use other directions of 'to the right'; 'to the left'; 'behind'.	Students use this process to brainstorm lists in academic subjects. Students create a list in the give one column, and then circulate to get one idea to add to their get one list from other students.
Students exchange specific information: their favorite color, their middle name, a pet, and the like.	

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# GIVE ONE-GET ONE (GO-GO)

## GO - GO VEGGIES

On signal, students trade food cards. After three rounds of trading cards, and on command of "vegetables to the front", students with a vegetable card move to the front of the room. Ask students to share their card with the class. Students return to trading cards on signal. Teacher gives a different command. Repeat.

### Variations

- After three rounds of trading cards, on command of "match", students find a student with a food category match to their current card.
- After three rounds of trading cards, on command of "color", students find a student with a food item of a similar color. Vary commands to other descriptors like "texture" and "shape".

### Progression

- Designate a spot in the room (four corners and the center) for each of the MyPlate food categories. After 3 to 5 rounds of exchanging cards, give the command of "home". Students go to the spot designated for the food item card they are holding. Extras keep moving around the room.

## GO - GO SNACKS

Students make two columns on a piece of paper and title the first column, 'give one' and the second column, 'get one'. For 1 minute, students list snacks in the 'give one' column that they personally eat or someone they know eats. Students go around to their classmates and ask for one snack idea to write in their 'get one' column. In turn, they give an idea to their classmate from their 'give one' column (3-5 minutes). Use the list in snack lessons or to select a snack goal for the day.

### Variation

- Students think of three favorite snacks. They move freely around the room and exchange one snack idea with up to three other students. Teacher then polls favorite healthy snacks.

## Progressions

- Students write their favorite snack on a sticky note. Students come up to the board and put up their sticky note. Teacher uses these snacks to brainstorm sensory words for the snack lesson.
- Students pick a sticky snack note, other than the one they posted, that they will try. Students take the note home. After trying the snack, students write a note (or their name) on the sticky note and return it to class.

## GO - GO BEVERAGES

Students list up to five beverages that they drink in the 'give one' column. Students walk around to their classmates and ask for one beverage idea to write in their 'get one' column. In turn, they give an idea to their classmate from their 'give one' column. Students review their lists and number the beverages from healthiest (given #1) to the least healthy (last on the list).

### Variation

- Each student begins with one empty beverage container. Students move freely around the classroom. On signal, students exchange their beverage container with the student nearest to them. Repeat. After 1 minute, the student holding the beverage with the highest number of sugar grams completes 10 jumping jacks.

### Progression

- Each student begins with one empty beverage container. Students record nutritional information about the beverage. On signal, students exchange their beverage container with the student nearest to them. Use this information in the beverage lesson or other academic lessons.

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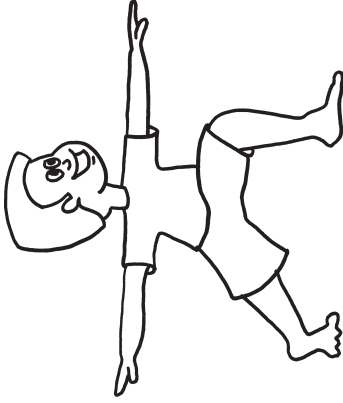
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# Yoga — Try 3



**INTRODUCTION** Successful yoga poses emphasize controlled body movement, balance, and deep breathing. All poses can be modified to make easier or more difficult. Easier poses have a wide base of support and more points of contact.

Using the teaching cues provided on the yoga cards, introduce students to 2 or 3 poses at a time. Use general cues: tight tummy, relaxed breathing, and focus on an object if needed.

Students hold a pose for 5 to 60 seconds.  
**Beginning Poses:** mountain; tree; down dog; cat stretch; triangle; standing forward bend; proud warrior.

**Advanced Poses:** eagle; up dog; reverse triangle; plank; lunge.

*Sample sequences:*

**Mountain — tree — proud warrior.**

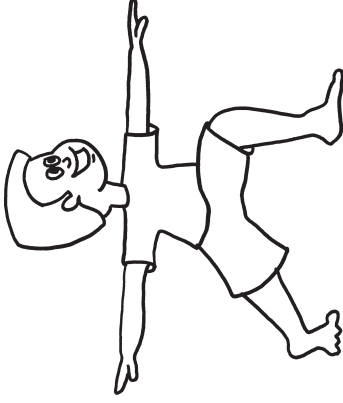
**Mountain — standing forward bend — lunge — repeat.**

**Plank — down dog — jump up.**

**Proud warrior — triangle — mountain.**

VARIATIONS	PROGRESSIONS
Begin each day with a Try 3 series.	Build fluid sequences up to eight poses.
Allow students to create their own poses and corresponding names.	Remove a point of contact on poses: plank — lift one foot off ground; mountain — lift one foot (tree).
Use poses while standing in line.	Sun Salutation.

# Yoga — Try 3



**INTRODUCTION** Successful yoga poses emphasize controlled body movement, balance, and deep breathing. All poses can be modified to make easier or more difficult. Easier poses have a wide base of support and more points of contact.

Using the teaching cues provided on the yoga cards, introduce students to 2 or 3 poses at a time. Use general cues: tight tummy, relaxed breathing, and focus on an object if needed.

Students hold a pose for 5 to 60 seconds.  
**Beginning Poses:** mountain; tree; down dog; cat stretch; triangle; standing forward bend; proud warrior.

**Advanced Poses:** eagle; up dog; reverse triangle; plank; lunge.

*Sample sequences:*

**Mountain — tree — proud warrior.**

**Mountain — standing forward bend — lunge — repeat.**

**Plank — down dog — jump up.**

**Proud warrior — triangle — mountain.**

VARIATIONS	PROGRESSIONS
Begin each day with a Try 3 series.	Build fluid sequences up to eight poses.
Allow students to create their own poses and corresponding names.	Remove a point of contact on poses: plank — lift one foot off ground; mountain — lift one foot (tree).
Use poses while standing in line.	Sun Salutation.

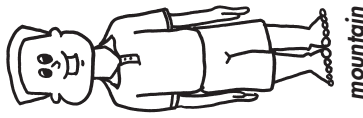
# Yoga — Try 3

## MY BALANCE

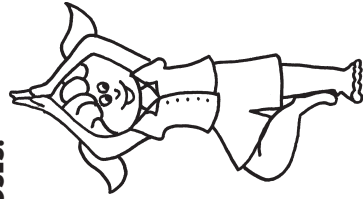
Balance is a concept referenced throughout healthy eating and physical activity education. As students strike poses, encourage reflection on the following principles of balance:

1. Center of gravity over the base of support.
2. Equal weight on each side of the base.

## BEGINNING POSES:



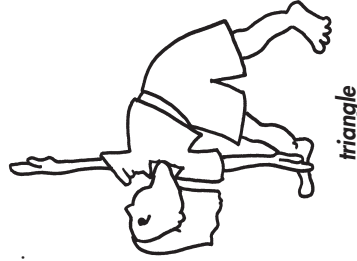
mountain



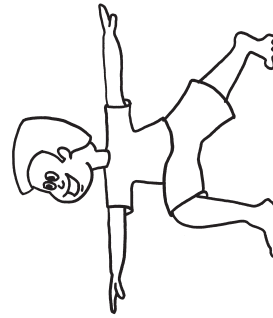
tree



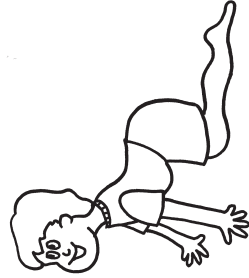
down dog



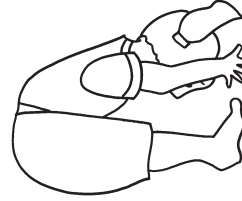
triangle



proud warrior



cat stretch



standing forward bend

## ADVANCED POSES:

eagle; up dog; reverse triangle; plank; lunge

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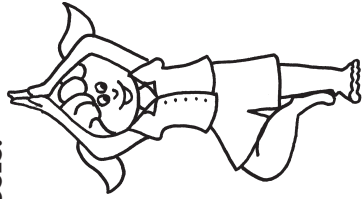
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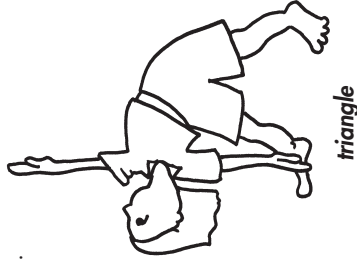
mountain



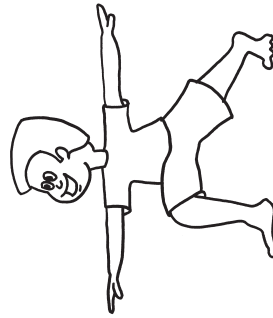
tree



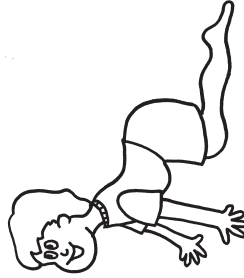
down dog



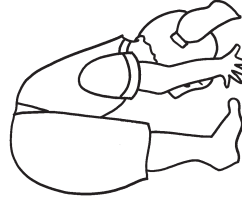
triangle



proud warrior



cat stretch

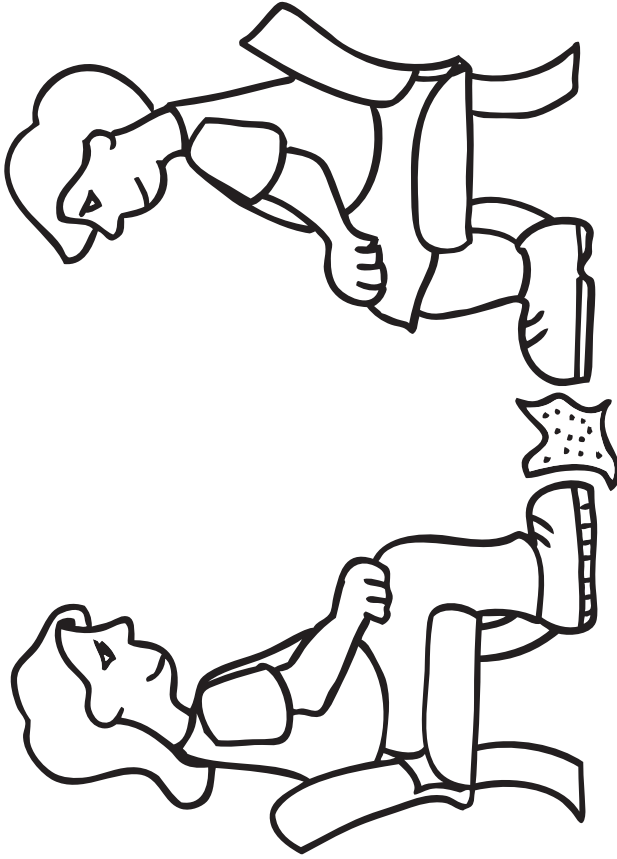


standing forward bend

## ADVANCED POSES:

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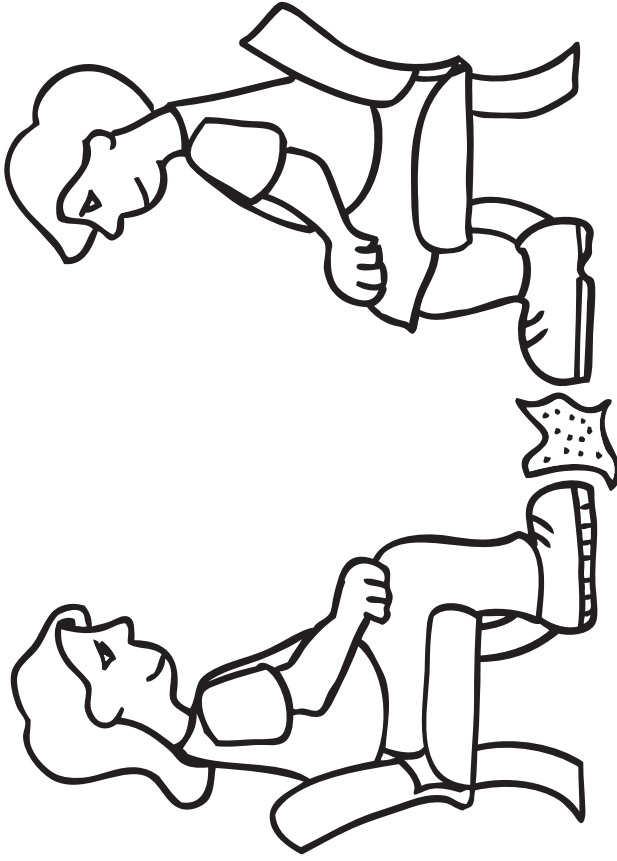
# QUICK HANDS



**INTRODUCTION** Partners sit cross-legged facing each other with a bean bag in the center between the partners. Teacher calls "ready"; students place hands in the ready position. Ready position is typically hands on thighs, but could also be hands on the hips, head or back. Call out either: "right," "left" or "both"; students react quickly by reaching for the bags using the hand(s) called by the teacher.

VARIATIONS	PROGRESSIONS
A group of three students sit in a triangle.	Twist – students begin with backs facing one another. On prompt, they twist to retrieve the bean bag.
Play seated at desks or a table.	Planks – begin in a plank position.
Students play on their own in groups of three: a caller and two players.	Winners move to a new location, and a new competitor.

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# QUICK HANDS

## QUICK SERVINGS

After one player retrieves the bean bag, the pair toss the bag back and forth 3 times, then return the bag to its original position. The number three represents the number of milk servings a student is to consume a day. Vary the number to correspond to other dietary servings (4 fruits & vegetables, 5 ounces of protein, 5 waters, 5 food categories) or behavioral recommendations (1 hour of physical activity, 8-9 hours of sleep). Remind students of the significance of the number.

### Variation

- The holder of the bean bag completes a movement of choice for 3 times. The pairs may work together and share the movement.

### Progression

- Teams build a sequence of movements and numbers. After tossing the bean bag back and forth 3 times, then they slide it back and forth 3 times.

## QUICK STRENGTH

A group of three students sit in a triangle. Three bean bags are placed on the floor in the center between the three students. Teacher calls "ready"; students assume the down part of a sit up. On signal, students react quickly by completing the sit up and reaching for one bean bag. Repeat.

### Variations

- Students play in pairs.
- Place three different soft items in the center: bean bag, rubber chicken, yarn ball, paper ball, scarf and the like.

### Progressions

- Vary the strength-building movement: squat, push up or plank.
- After grabbing the bean bag, students complete the same movement that began the game.

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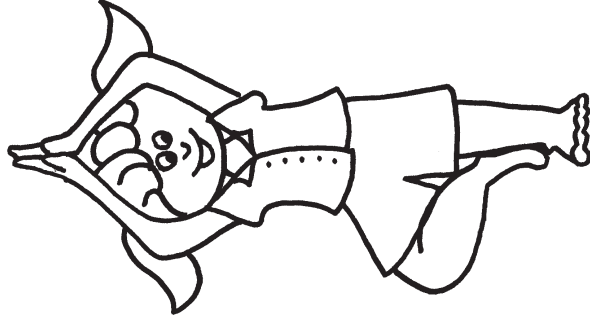
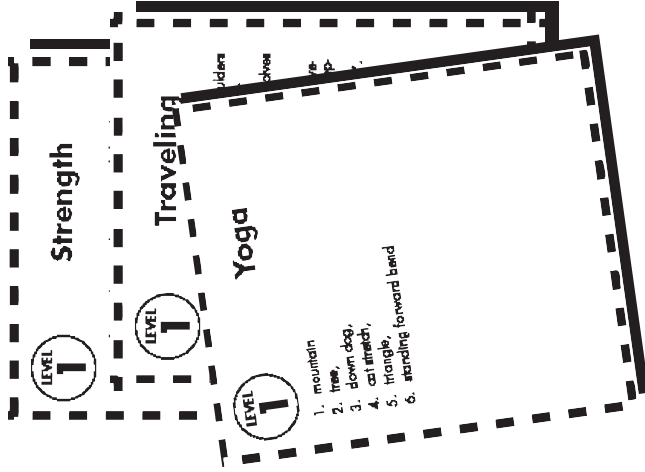
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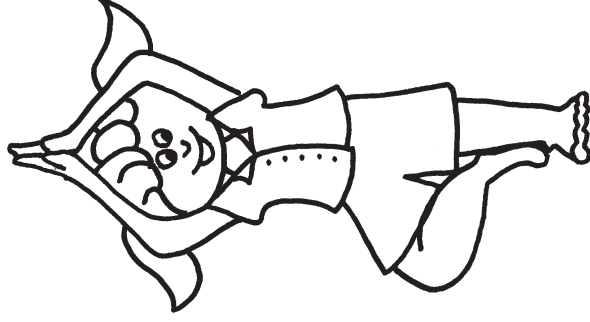
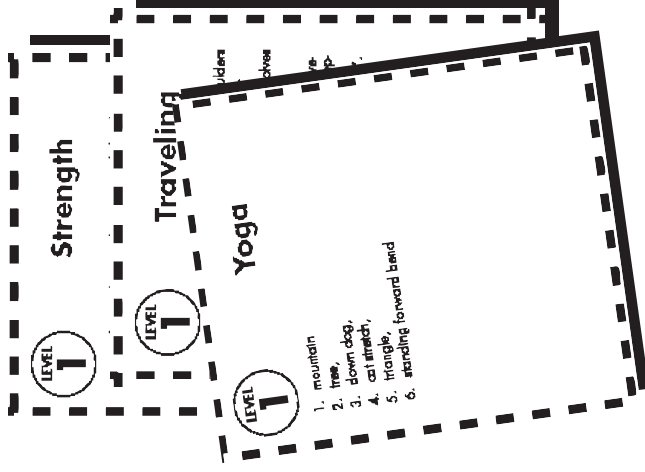
# HIT THE DECK



**INTRODUCTION** Use cards from the movement deck to introduce new movements into the classroom. Select one card from the deck and lead students in the movement. Use movement cues to introduce and reinforce the critical elements of the movement.

VARIATIONS	PROGRESSIONS
Introduce a new movement while students stand in line.	Roll dice and perform the movement the number of times indicated by the dice.
Introduce a new movement during a transition to a new subject.	Build a sequence of new movements, and then add upbeat music.
Ask a student to draw a card from the deck to use as a classroom energizer.	Using index cards, students create their own movement cards.

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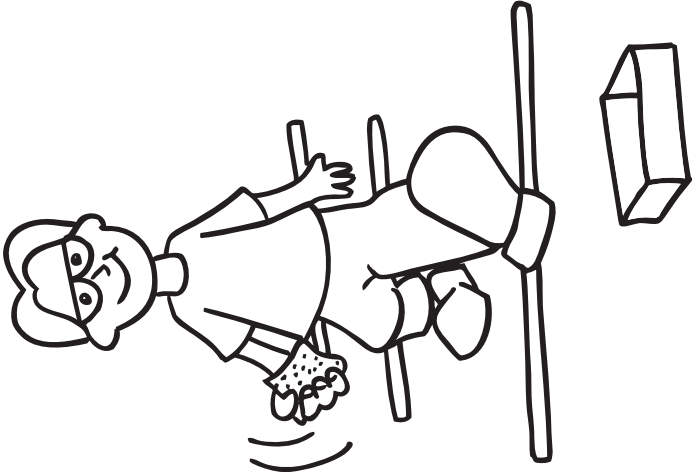
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	Level 1 Movements	Level 2 Movements
Yoga	mountain tree down dog cat stretch triangle standing forward bend	reverse triangle eagle up dog plank proud warrior lunge
Traveling	walk run skip slide hop jump	leap crab crawl bear walk
Strength	push up wall sit squat sit-up bicep curl fly trap	tripod sit up with bicycle legs spades shoulder O's bridge crane
Heart	fast claps scissors high knees jump rope fast toes windmills	jack & jills star jumps high knees squat jumps traveling lunges burpees
Just for fun	shake like a dog the worm popcorn airplane hula the twist	the robot moonwalk leap frog Superman surf

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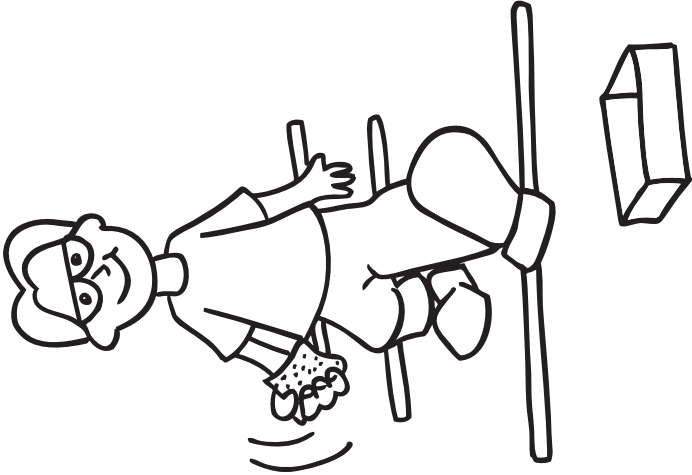
# SHOOT, I KNOW THAT!



**INTRODUCTION** Students shoot bean bags at poly spots, or other targets, placed throughout the room.

VARIATIONS	PROGRESSIONS
Shoot from different distances to the target.	Targets are designated to represent specific points. Students track their point totals.
Change the base of support of the shooter.	Curl Up Shoot Out: From a sit up position, students curl up and shoot at a poly spot.
Change the hand or method of shooting at the target.	

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# SHOOT, I KNOW THAT!

## SHOOT MYPLATE

Each poly spot or designated target represents a MyPlate food group. Students shoot to build a balanced MyPlate. A balanced plate is achieved by making a shot for each food category.

### Variation

- Include a “free choice” basket.

### Progression

- Students move in a sequence through the targets.

## SHOOT MY SNACKS

Played like the basketball game of horse, students spell out healthy snack words. If student one makes a shot, student two must make the same shot. If only one person makes the shot, that shooter earns the first (or next) letter in the snack word. The player to spell out the snack word first is the winner.

### Variation

- Use spelling words in the game.

### Progression

- Students work in teams to spell out as many snack words in a set time period.

## SHOOT MY BEVERAGES

Each poly spot or designated target represents a type of beverage: water, soda, juice, milk and others. Each drink target is worth a set number of points: water (5 points), soda (2 points), juice (3 points), milk (5 points) and others (2 points). The first student to accumulate 21 points is the beverage champion.

### Variation

- Each beverage target is worth 1 serving. Students shoot to meet dietary guidelines of 5 waters, 3 milks and no more than 2 extras.

### Progression

- Speed round - students shoot for 1 minute. The student with the most points wins!

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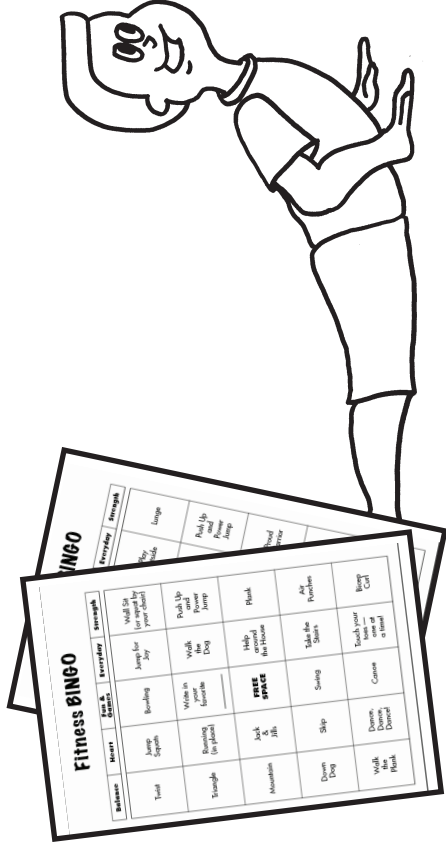
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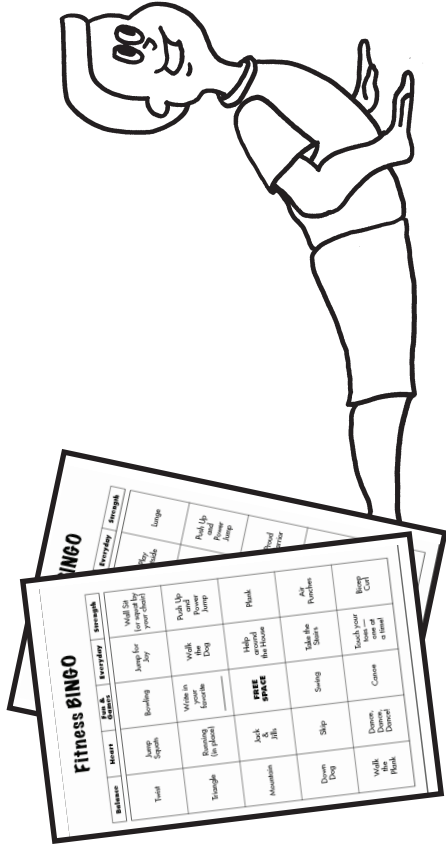
# LET'S MOVE BINGO



**INTRODUCTION** Use fitness BINGO cards to play a game of traditional BINGO. Teacher calls out movements, and students fill in corresponding boxes. Before covering the spot, the class completes the movement. When a student has filled in 5 boxes in a row (down, across or diagonal), they stand with hands high above the head and wiggle fingers.

VARIATIONS	PROGRESSIONS
Play as a class. Teacher posts one BINGO card, and the class plays along.	Play as a class. Students guess the number of words that will need to be called in order to have a BINGO.
Play as a class. Teacher posts one BINGO card, but teams of students are assigned a column.	Progressive – each student has a posted BINGO card and during the week, they have the opportunity to earn fitness cards. At the end of the week, students with a BINGO lead the class in their BINGO movements.
Teacher does not say the movement word, but acts it out.	Teacher randomly calls on students. Students call a movement off their BINGO card. Any student with that movement can cover the spot.

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## MYPLATE BINGO

Students draw a MyPlate graphic and list three foods in each category. The teacher then draws cards from the food deck. When a student has one food item from each food category, they have MyPlate BINGO.

### Variations

- Each student selects a food category. The teacher then draws cards from the food deck. When three items from a particular food category have been called, students who selected that food category have MyPlate BINGO.
- If an extra food item is called, like cookies or sugar-sweetened beverages, the group completes 10 jumping jacks.

### Progressions

- Quick Hands BINGO – the student (in each pair) that wins the round of Quick Hands gets the card that the teacher calls. The goal is to build a MyPlate, with one food item from each food category.
- Students build a plate to meet particular food group challenges: 3 milks/dairies or 5 fruits and vegetables.

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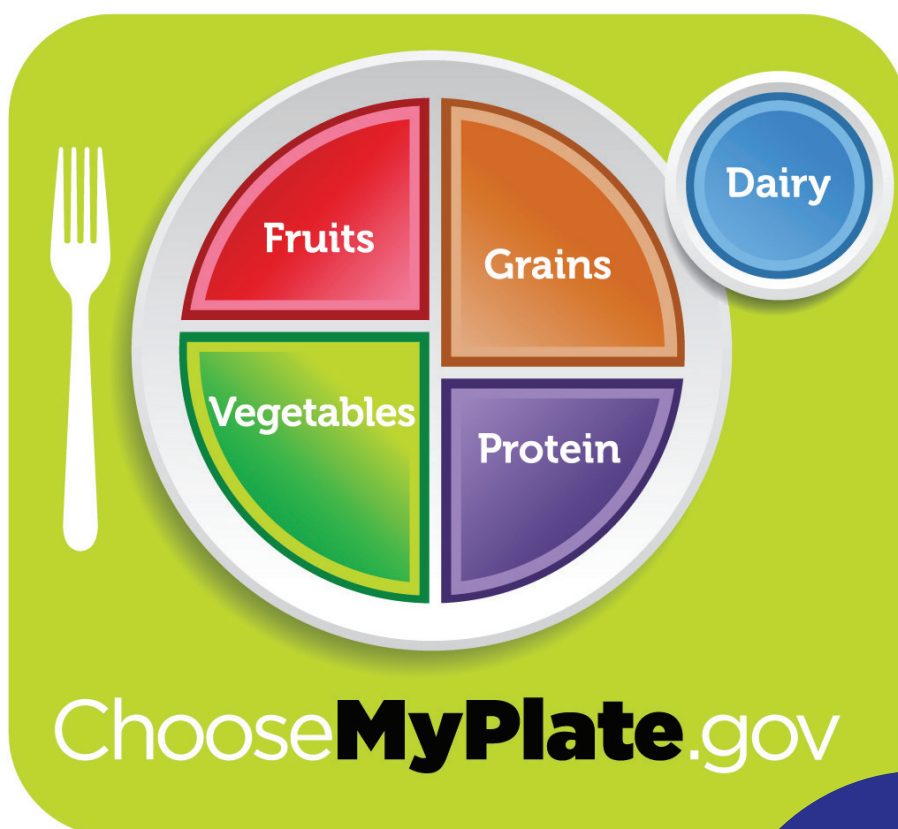
# Handouts

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*Color in one square for every serving.*

							Total
Day 1							
Day 2							
Day 3							
Day 4							
Day 5							

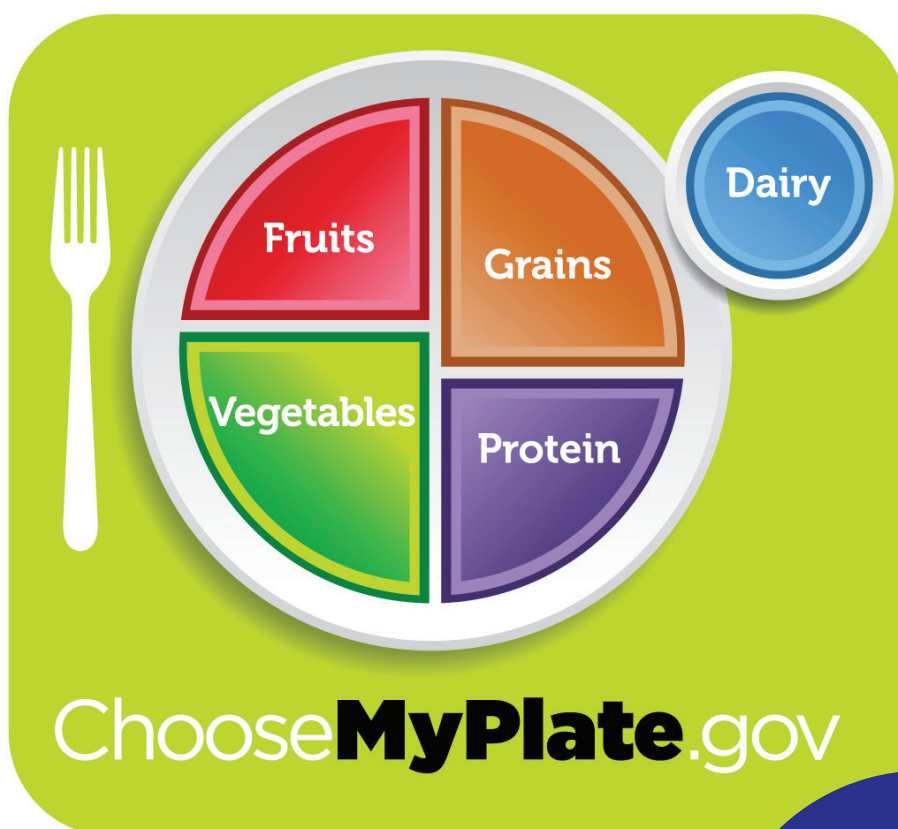
Day 1	
Food Eaten	Color

Day 4	
Food Eaten	Color

Day 2	
Food Eaten	Color

Day 5	
Food Eaten	Color

Day 3	
Food Eaten	Color



*Color in one square for every serving.*

	Day 1	Day 2	Day 3	Day 4	Day 5	Total
Fruits						
Vegetables						
Protein						
Grains						
Dairy						
Extras						

*Extras are foods that do not fit into a MyPlate food category.*

Day 1	
Food Eaten	Food Category

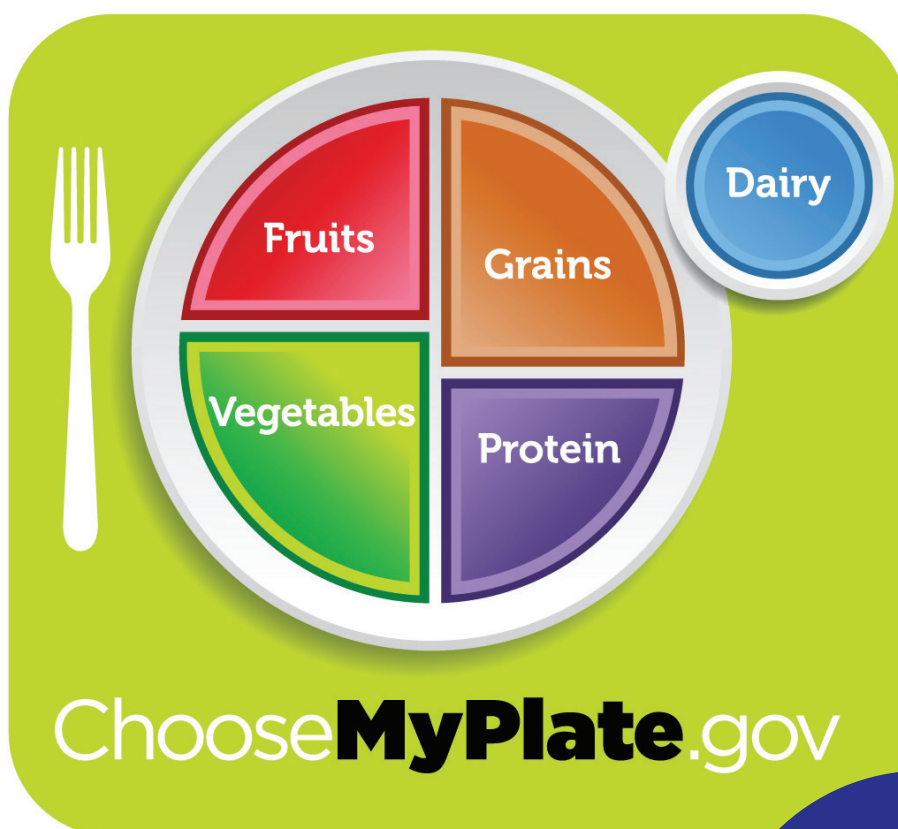
Day 4	
Food Eaten	Food Category

Day 2	
Food Eaten	Food Category

Day 5	
Food Eaten	Food Category

Day 3	
Food Eaten	Food Category

Food Category Key: Fruit, Vegetable, Protein, Grain, Dairy or Extra



*Color in one square for every serving.*

	Day 1	Day 2	Day 3	Day 4	Day 5	Total
Fruits						
Vegetables						
Protein						
Grains						
Dairy						
Extras						

*Extras are foods that do not fit into a MyPlate food category.*

Day 1	
Food Eaten	Food Category

Day 4	
Food Eaten	Food Category

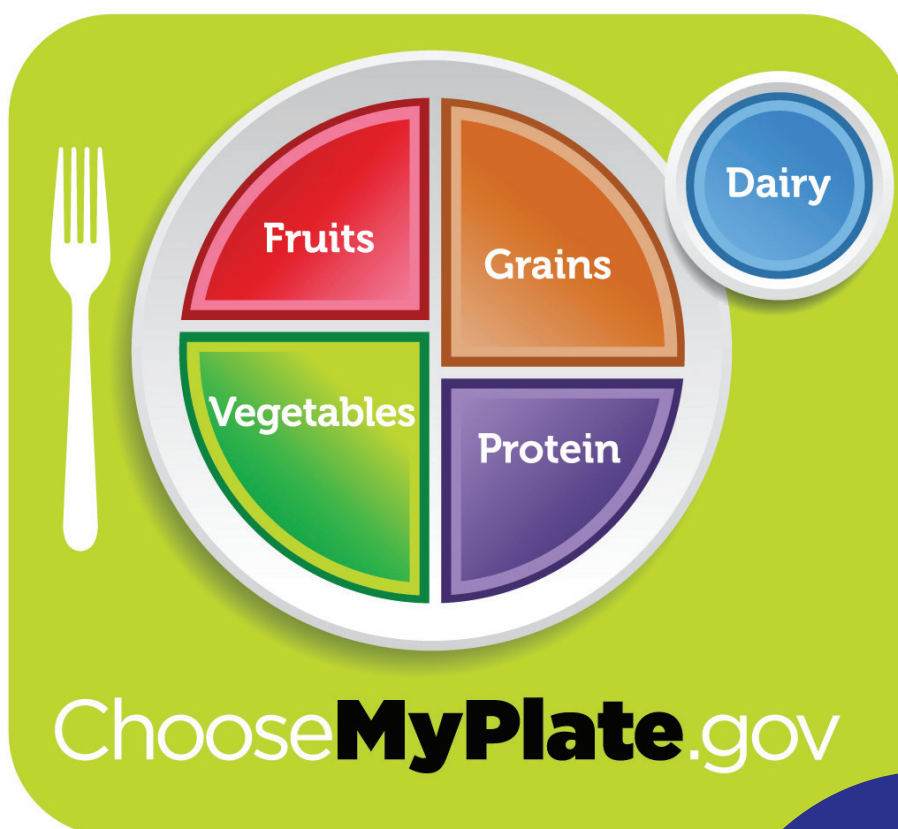
Day 2	
Food Eaten	Food Category

Day 5	
Food Eaten	Food Category

Day 3	
Food Eaten	Food Category

Food Category Key: Fruit, Vegetable, Protein, Grain, Dairy or Extra





## MyBeverage Tracker

*Color in one square for every serving.*

	Day 1	Day 2	Day 3	Day 4	Day 5	Total
Fruits						
Vegetables						
Dairy						
Water						
Extras						

*Extras are beverages that do not fit into a MyPlate food category.*

Day 1	
Beverage	Food Category

Day 4	
Beverage	Food Category

Day 2	
Beverage	Food Category

Day 5	
Beverage	Food Category

Day 3	
Beverage	Food Category

Beverage Category Key: Fruit, Vegetable, Dairy, Water or Extra

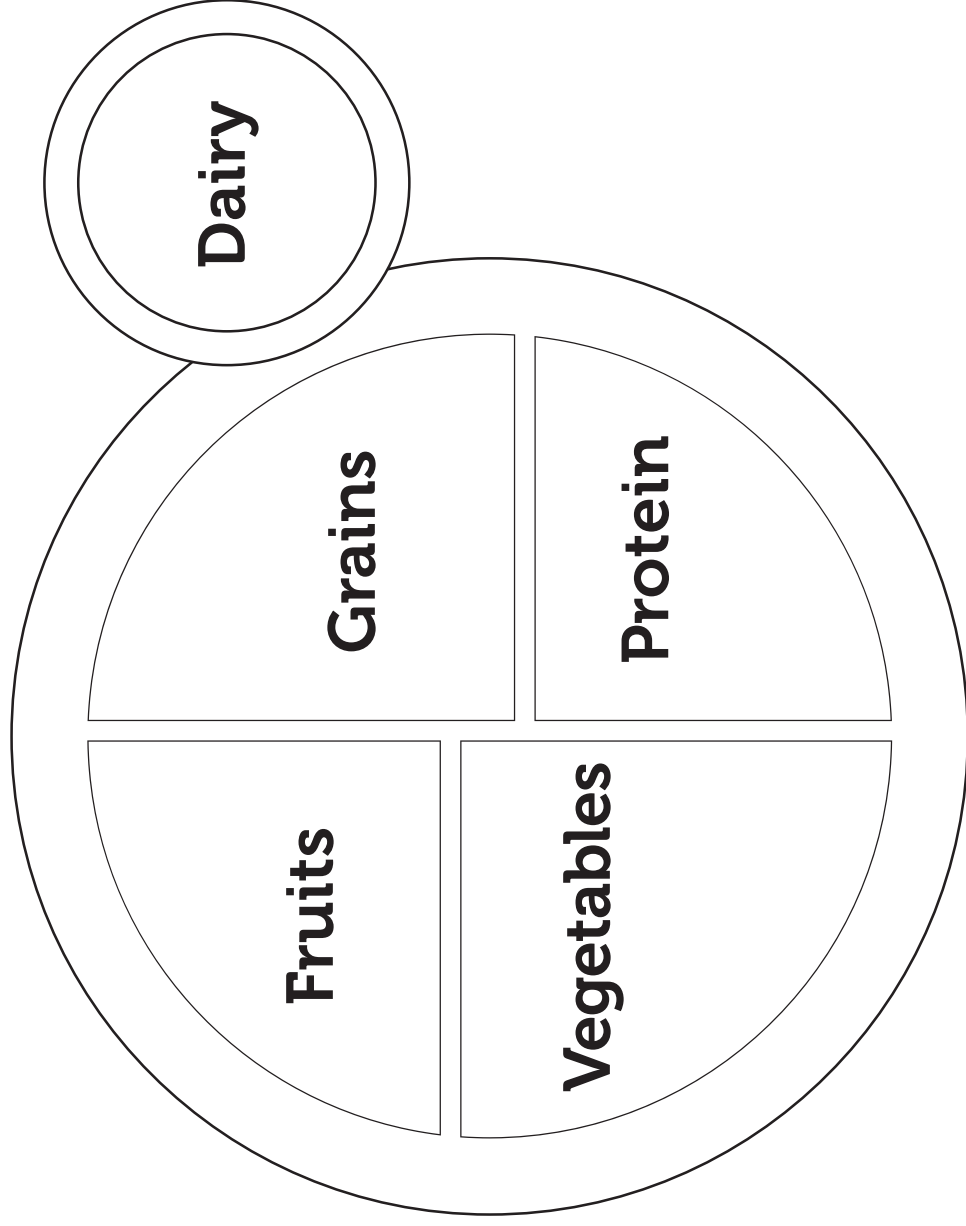
[illegible]



## NAME: \_\_\_\_\_

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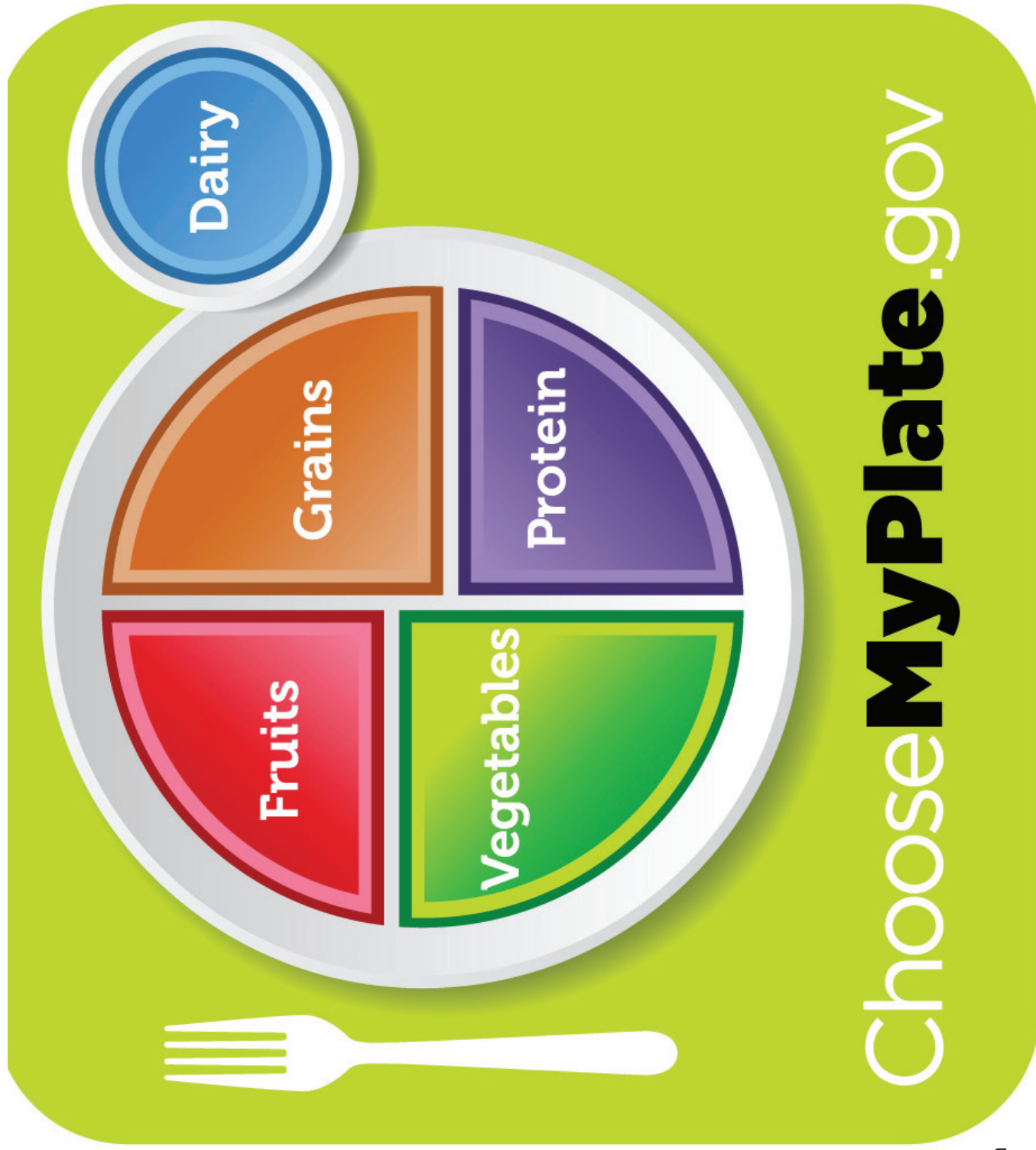




**ChooseMyPlate.gov**









# Fitness BINGO

Balance	Heart	Fun & Games	Everyday	Strength
Twist	Jump Squats	Bowling	Jump for Joy	Wall Sit (or squat by your chair)
Triangle	Running (in place)	Write in your favorite _____	Walk the Dog	Push Up and Power Jump
Mountain	Jack & Jills	<b>FREE SPACE</b>	Help around the House	Plank
Down Dog	Skip	Swing	Take the Stairs	Air Punches
Walk the Plank	Dance, Dance, Dance!	Canoe	Touch your toes — one at a time!	Bicep Curl

# Fitness BINGO

Balance	Heart	Fun & Games	Everyday	Strength
Twist	Skip	Skateboard	Play Outside	Lunge
Stork Stand	Jump Squats	Write in your favorite _____	Run a Race	Push Up and Power Jump
Tree	Jack & Jills	<b>FREE SPACE</b>	10,000 Steps	Proud Warrior
Up Dog	Swim	Pogo	Take the Stairs	Sit Ups
Triangle	Fast Claps	Canoe	Walk to School	Bicep Curl



# Fitness BINGO

Balance	Heart	Fun & Games	Everyday	Strength
Reverse Triangle	Star Jumps	Dribble	Leap	Wall Sit (or squat by your chair)
Mountain	Fast Walk	Write in your favorite _____	Walk to School	Plank
One Foot Stance	Slide	<b>FREE SPACE</b>	Clean Your Room	Rope Climbing
Walk the Plank	Dance, Dance, Dance!	Soccer	Play Outside	Karate
Tripod	Bike	Hide and Seek	Touch your toes — one at a time!	Push Up and Power Jump

# Fitness BINGO

Balance	Heart	Fun & Games	Everyday	Strength
Down Dog	Jack & Jills	Golf	Play Outside	Proud Warrior
Triangle	Fast Clasps	Write in your favorite _____	Hop	Lunge
Cat Stretch	Fast Walk	<b>FREE SPACE</b>	Help Around the House	Push Up
Twist	Skip	Kickball	Walk the Dog	Air Punches
Tripod	Running (in place)	Bowling	10,000 Steps	Karate



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Twist	Skip	Kickball	Walk the Dog	Air Punches
Tripod	Running (in place)	Bowling	10,000 Steps	Karate

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Balance	Heart	Fun & Games	Everyday	Strength
Down Dog	Jack & Jills	Golf	Play Outside	Proud Warrior
Triangle	Fast Walk	Write in your favorite _____	Leap	Air Punches
Stork Stand	Swim	<b>FREE SPACE</b>	Hop	Wall Sit (or squat by your chair)
Twist	Slide	Ski	Take the Stairs	Rope Climbing
Tree	Bike	Pass	Touch your toes — one at a time!	Sit Ups





# Fitness BINGO

Balance	Heart	Fun & Games	Everyday	Strength
		FREE SPACE		

# Fitness BINGO

Balance	Heart	Fun & Games	Everyday	Strength
		FREE SPACE		



# Cards/Slips for BINGO

Balance	Heart	Fun & Games	Everyday	Strength
Twist	Running	Bowling	Play Outside	Wall Sit
Triangle	Jack and Jills	Swing	Walk the Dog	Push Up and Power Jump
Mountain	Squat Thrusts (jumps)	Canoe	Help Around the House	Plank
Down Dog	Skip	YOUR FAVORITE	Take the Stairs	Proud Warrior
Up Dog	Dance, Dance, Dance!	Skateboard	Toe Touches	Air Punches
Walk the Plank	Fast Walk	Pass — Foot or Throwing	Leap	Biecep Curl
One Foot Stance	Slide	Kickball	Walk to School	Rope Climbing
Cat Stretch	Swim	Hide and Seek	10,000 Steps	Sit Ups
Tree	Crab Crawl	Soccer	Hop	Lunge
Reverse Triangle	Bike	Golf	Clean Your Room	Karate
Tripod	Star Jumps	Water or Snow Ski	Run a Race	
Stork Stand	Fast Claps	Ice or Roller Skate	Jump for Joy	
		Dribble		
		Pogo		



# Food Cards

## By Level and Food Category



LEVEL 1	
Fruit	apples, strawberries, pineapple, orange slices, banana, grape
Vegetable	tomato, radish, carrot, corn, baked potato, broccoli
Protein	grilled chicken, scrambled eggs, hamburger, red beans, tuna fish, peanut butter
Grain	oatmeal, popcorn, whole wheat bread, brown rice, corn tortilla, spaghetti
Dairy	low-fat (1%) milk, 2% milk, chocolate milk, string cheese, yogurt, cheese cubes
Extra	French fries, chicken nuggets, fruit snacks, hot dog, oatmeal cookie, juice box
BLANK	One blank sheet to create your own cards

LEVEL 2	
Fruit	cherries, grapefruit, cantaloupe, peaches, tangerines, dates
Vegetable	beets, summer squash, sweet potato, cauliflower, mushroom, red pepper
Protein	pork chop, baked beans, turkey, fish, refried beans, meatloaf
Grain	whole wheat crackers, macaroni, wild rice, whole wheat burger bun, corn flakes, pita
Dairy	cottage cheese, milkshake, pudding, Swiss cheese, soy milk, fruit smoothie
Extra	potato chips, chocolate chip cookies, cake, salad dressing, candy bar, pepperoni pizza

LEVEL 3	
Fruit	watermelon, raspberries, dried apricots, lemon, fried plantain, avocado
Vegetable	radicchio, pumpkin, jicama, vegetable soup, spinach salad, eggplant
Protein	peanuts, hummus, veggie burger, steak, sausage links, black bean soup
Grains	couscous, bagel, English muffin, animal crackers, graham crackers, cereal
Beverage	tap water, flavored water, sport drink, cola, fruit punch, apple juice, orange juice, lemonade, hot chocolate, coffee, diet cola, fruit sport drink
Extra	fruit pie, crackers and cheese spread, ramen noodles
Combination	chef salad, lasagna, cheese pizza

# Book List

## KINDERGARTEN

Eating the Alphabet by Lois Ehlert  
(Voyager Books, ISBN 978-0-152244354)

The Fruit Group by Helen Frost  
(Capstone Press, ISBN 0-7368-0537-0)

Green Beans, Potatoes, and Even Tomatoes:  
What Is In The Vegetable Group?  
by Brian P. Cleary and Martin Goneau  
(Millbrook Press, ISBN 978-0-76-136338-5)

Gregory, the Terrible Eater by Mitchell Sharmat  
(Scholastic, ISBN 978-0-54-512931-2)

How Do Dinosaurs Eat Their Food?  
By Jane Yolan and Mark Teague  
(Scholastic, ISBN 978-0-439241021)

Huggles Breakfast by Joy Cowley  
(The Wright Group, ISBN 978-0-780248748)

Jamie O'Rourke and the Big Potato by Tomie dePaola  
(Penguin, ISBN 978-0-698116030)

Rah, Rah, Radishes! A Vegetable Chant by April  
Sayre (Beach Lane Books, ISBN 978-1-442421717)

Sid the Science Kid: Why Can't I Have Cake for  
Dinner? by Jodi Huelin  
(Harper, ISBN 978-0-061852664)

We Like Fruit by Cynthia Swain (Benchmark Educa-  
tion, My First Readers' Theatre Science)

## FIRST GRADE

Anno's Magic Seeds by Kenneth Grahame  
(Penguin, ISBN 978-0-698116184)

Apple Fractions by Jerry Pallotta  
(Scholastic, ISBN 978-0-439389013)

Blueberries for Sal by Robert McClosky  
(Penguin, ISBN 978-0-140501698)

Eat Green by Jean Feldman and Holly Karapetkova  
(Rourke Publishing, ISBN 978-1-615901890)

How Do You Feed a Hungry Giant?  
By Caitlin Friedman (Workman Publishing Company,  
ISBN 978-0-761157526)

Stone Soup by Marcia Brown  
(Aladdin, ISBN 978-0-689711039)

Sweet Tooth by Margie Palatini  
(Simon and Schuster, ISBN 978-0-689851599)

The Matzah Man by Naomi Howland  
(Houghton Mifflin Harcourt, ISBN 978-0-  
618117505)

The Vegetable Alphabet Book by Jerry Pallotta  
(Charlesbridge, ISBN 978-0-881064698)

What Should I Put on My Plate by Cathy Torrisi  
(Abrams Learning Trends, ISBN 978-0-766419872)

## SECOND GRADE

Cloudy with a Chance of Meatballs by Judi Barrett  
(Atheneum, ISBN 978-0-689707490)

Food by Laura Byller  
(DK Publishers, ISBN 978-0-756611729)

Food Fight by Carol Shields  
(Chronicle Books, ISBN 978-1-929766291)

June 29, 1999 by David Wiesner  
(Clarion, ISBN 0-395-59762-5)

Macaroni and Rice and Bread by the Slice: What's  
In the Grain Group? By Brian Cleary  
(Millbrook Press, ISBN 978-0-761363866)

Math Potatoes: Mind-Stretching Brain Food  
by Greg Tang (Scholastic, ISBN 978-0-439443906)

Lousy Rotten Stinkin' Grapes by Margie Palatini  
(Simon and Schuster, ISBN 978-0-689802461)

One Grain of Rice by Demi  
(Schoastic, ISBN 978-0-590939980)

The Yummy Alphabet Book by Jerry Pallotta and Lane  
Evans (Charlesbridge, ISBN 978-0-881068986)

Tops and Bottoms by Janet Stevens  
(Harcourt Brace, ISBN 978-0-15-2928510)

# Classrooms that Move!

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### MyPlate Fact Sheet

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### Beverage Fact Sheet

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### Grade 2

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Academy of Nutrition and Dietetics (2012). Healthy snacking in a nutshell. Retrieved from <http://www.eatright.org>

### Grade 3

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